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ABSTRACT

Developed as a practical planning and instructional tool, this teacher resource manual is intended to assist classroom teachers to implement Alberta, Canada's high school Integrated Occupational English Language Arts Program--a program designed for students who have experienced difficulty with language arts in the regular program. It contains: (1) additional information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed concepts, skills, and attitudes; (3) suggestions for planning and implementing the program (instructional strategies, sequenced activities, correlations of learning resources to activities, and resource suggestions); (4) activities and background information designed to develop further facility in using the strands of language and process skills; (5) suggestions for relating language arts instruction to essential life skills and other subject areas; and (6) suggestions for using community resources throughout the language arts program. The resource manual's 13 sections are as follows: (1) Introduction; (2) Program Planning; (3) Evaluation; (4) Classroom Environments: Emotional and Physical Safety; (5) Scope and Sequence; (6) Themes; (7) Language Arts Strands and Process; (8) Reading; (9) Viewing; (10) Listening; (11) Speaking; (12) Processing; and (13) Appendixes (a list of regional Offices of Education, copyright acknowledgements, and a selected bibliography). (SR)

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INTEGRATED OCCUPATIONAL PROGRAM

Teacher Resource Manual

ED346502

ENGLISH 36

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English 36

Teacher Resource Manual

1992

NOTE: This publication is a support document. The advice and direction offered is suggested only. Consult the *English 36 Program of Studies* to identify the prescriptive contents of the English 36 program.

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4

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INTRODUCTION

It is anticipated that the majority of students in English 36 will earn the Certificate of Achievement, leave school and enter the work force. In keeping with this knowledge, teachers are strongly encouraged to use **student need** as a major factor in organizing for instruction. A main goal of the Integrated Occupational Program is to prepare students for success in the workplace. The English language arts program provides opportunities for students to develop and apply language skills for effective communication in the workplace. Teachers are encouraged to:

- determine **students' needs** using performance levels on previous formal and informal assessments; diagnostic tests; students' work, personal and interpersonal development and goals; interviews with students, parents, former teachers, work experience supervisors, counsellors
- organize for instruction based on students' needs, available resources and prescribed content.

OVERVIEW

This *English 36 Teacher Resource Manual* has been developed to assist classroom teachers to implement the high school Integrated Occupational English Language Arts Program. It contains:

- additional information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed concepts, skills and attitudes
- suggestions for planning and implementing the program, such as:
    - instructional strategies
    - sequenced activities
    - correlations of learning resources to activities
    - resource suggestions
- activities and background information designed to develop further facility in using the strands of language and process skills
- suggestions for relating language arts instruction to essential life skills and other subject areas
- suggestions for using community resources throughout the language arts program.

Teachers are encouraged to use this manual as a practical planning and instructional tool to support the *English 36 Program of Studies*. The activities and teaching strategies outlined in this document are not inclusive; rather, they are presented to provide ideas and guidelines to promote development of the learning objectives. The suggestions may be used as presented, modified or supplemented with locally developed materials. **Teachers are encouraged to determine the abilities and needs of students and plan for instruction accordingly.**

The Table of Contents outlines the materials available within the tabbed sections. A binder format was chosen to enable teachers to add instructional strategies, samples of student work and ideas for activities throughout the year. During cooperative planning sessions, pages or sections can easily be removed and shared with other Integrated Occupational Program teachers.

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which concepts, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement, and ensuring consistency of expectations and learning outcomes. Teachers are encouraged to plan for instruction that will reinforce learning objectives, contents of the thematic units, thinking skills, inquiry strategies, etc., in keeping with student abilities, needs and interests.

Teachers are encouraged to integrate language strands and address concepts, skills and attitudes within meaningful contexts.

The prescribed components of the English 36 program are presented in three formats, as illustrated in the diagram below. Teachers may organize for instruction, using one or a combination of the following instructional materials:

- *English 36 Program of Studies/Curriculum Guide*, SCOPE AND SEQUENCE charts where concepts and skills are organized into the language strands
- *English 36 Program of Studies/Curriculum Guide*, PROGRAM OF STUDIES/PRESENTATION OF CONTENT where concepts, skills and attitudes relating to the language strands are integrated into four clusters
- this *English 36 Teacher Resource Manual* where the prescribed concepts, skills and attitudes relating to the language strands are integrated within four thematic units.

Scope and Sequence: contains the prescribed components of the program

Program of Studies/Presentation of Content	Teacher Resource Manual
The language strands and related concepts, skills and attitudes are integrated and clustered into four contexts:	The language strands and related concepts, skills and attitudes are integrated and clustered into four themes:
A: Exploring Self and Others through Literature and Media	Theme A: Challenges
B: Communicating with Others	Theme B: Dimensions
C: Exploring and Assessing Print and Non-print Media	Theme C: Media Trends
D: Communicating in the Workplace	Theme D: World of Work: Towards Tomorrow

The themes presented in this teacher resource manual supplement and support the four sections in the Presentation of Content section of the *English 36 Program of Studies/Curriculum Guide*. To illustrate, Theme A addresses the strands and related concepts, skills and attitudes that are contained in "Exploring Self and Others through Literature and Media"; Theme B supports and supplements "Communicating with Others"; Theme C extends "Exploring and Assessing Print and Non-print Media"; and Theme D contains the strands and related concepts, skills and attitudes to be developed in "Communicating in the Workplace". Teachers are encouraged to use both documents when planning for instruction.

ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the themes, strands and process dimensions of the senior high Integrated Occupational English Language Arts Program.

THEMES

The tabs along the top of this manual indicate the location of the THEMES. Organizing instruction into themes facilitates the integration of concepts, language arts skills, attitudes, process skills and inquiry strategies, and focuses attention on a particular topic, issue or concern. Using the thematic approach to instruction provides opportunities for students to develop learning objectives within contexts and emphasizes that concepts, skills and attitudes are to be addressed simultaneously.

The Integrated Occupational English Language Arts Program emphasizes the developmental nature of language learning, and promotes a diagnostic approach through the identification, sequencing and application of prescribed skills within meaningful contexts.

STRANDS

The tabs along the right-hand side of the manual access the STRANDS of language arts: writing, reading, viewing, listening and speaking. The language arts strands and related concepts, skills and attitudes reflect the prescribed component of the English language arts program.

Teachers are encouraged to use the suggestions and background information contained within each strand to enhance student language development.

PROCESS

The ability to process information, using critical and creative thinking skills and process skills, such as predicting, locating, organizing, analyzing, synthesizing, evaluating and monitoring, is a life skill. One must use process skills when applying inquiry strategies to solve problems, make decisions and answer questions. The PROCESS section provides background information and additional suggestions to assist teachers when planning for instruction focusing on student ability to think and think about thinking.

STRANDS/PROCESS

USE OF THE TEACHER RESOURCE MANUAL

This teacher resource manual is comprised of two parts: THEMES and STRANDS/PROCESS. The themes are the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the strands/process section. Teachers are encouraged to select and use the referenced items from the strands/process section in keeping with abilities, needs and interests of students.

Note that the generic section of the manual (Strands and Process) remains largely unchanged throughout the English 16–26–36 teacher resource manuals. **It is the application of the skills and activities in a particular context that determines the complexity or sophistication of cognitive demands.** The **themes** provide this context. Thus, teachers are directed throughout the English language arts program to draw upon the suggested strategies and activities and apply them to increasingly complex and mature contexts.

LEARNING RESOURCES

STUDENT LEARNING RESOURCES

The basic learning resources for English 36 are listed below and specific selections in keeping with students' needs and abilities are referenced throughout the thematic units.

- Hilker, Douglas, Natalie Little and Brenda Protheroe. *Your Voice and Mine 3.* Holt, Rinehart and Winston of Canada, Ltd., 1988.
- Robinson, S. D. (ed.). *Destinations, Straight Ahead.* Prentice-Hall Canada Inc., 1990.

TEACHING RESOURCES

- *English 36 Program of Studies/Curriculum Guide,* 1992.
- *English 36 Teacher Resource Manual,* 1992.
  These resources are available through the Learning Resources Distributing Centre (LRDC), 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (427–2767).

SUPPORT RESOURCE

- *Applied Communication*, Agency for Instructional Technology (AIT), Bloomington, Indiana, 1988. *Applied Communication* is a series of 15 modules containing videotapes, instructor's guides and student work texts. *Applied Communication* is designed to enhance student communication skills at school, at home, at the workplace and in the community. Available through ACCESS (see page 8).

TECHNOLOGY AND MEDIA

To enhance course presentation, teachers are encouraged to make use of available media services, libraries and government agencies for films, videotapes, audiotapes, records, kits, picture sets and filmstrips.

COMPUTER COURSEWARE

Consult the teacher–librarian for information regarding software within the school and to locate appropriate catalogues. A summary of courseware approved for regular secondary English programs, which may be useful in the English 36 classroom, is provided in *Computer Courseware Evaluations,* Volume VIII (Curriculum Branch, Alberta Education, 1988).

Teachers are encouraged to continuously preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets. For additional information, contact ACCESS Network, Media Resource Centre, 295 Midpark Way SE, Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL AND URBAN RESOURCE CENTRES

REGIONAL RESOURCE CENTRES

ZONE I

Zone 1 Regional Resource Centre
10020 - 101 Street
P.O. Box 6536
Peace River, Alberta
T8S 1S3
Telephone: (403) 624-3187

ZONES II and III

Central Alberta Media Services (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
Telephone: (403) 464-5540
467-8896

ZONE IV

Alberta Central Regional Education
Services (ACRES)
County of Lacombe
Parkland Regional Library Building
56 Avenue and 53 Street
Box 3220
Lacombe, Alberta
T0C 1S0
Telephone: (403) 782-5730

ZONE V

South Central Alberta Resource Centre (SCARC)
County of Wheatland
Westmount School
Wheatland Trail
Box 90
Strathmore, Alberta
T0J 3H0
Telephone: (403) 934-5028

ZONE VI

Southern Alberta Learning Resource Centre
(SALRC)
Provincial Government Administration Building
Room 120, 909 Third Avenue North
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: (403) 320-7807

URBAN RESOURCE CENTRES

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: (403) 464-8235

Edmonton Public School Board
Centre for Education
One Kingsway
Edmonton, Alberta
T5H 4G9
Telephone: (403) 429-8320

Red Deer Public School Board
4747 – 53 Street
Red Deer, Alberta
T4N 2E6
Telephone: (403) 343–1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, Alberta
T3E 6T1
Telephone: (403) 246–6663

Education Media
Calgary Board of Education
3610 Ninth Street SE
Calgary, Alberta
T2G 3C5
Telephone: (403) 294–8540

Medicine Hat School District
601 First Avenue SW
Medicine Hat, Alberta
T1A 4Y7
Telephone: (403) 526–1323

Curricular Resources
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, Alberta
T6E 2H3
Telephone: (403) 439–7356

Lakeland Public School District No. 5460
Postal Bag 1001
Bonnyville, Alberta
T9N 2J7
Telephone: (403) 826–3145
Fax: (403) 826–4600

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of print and non-print materials in the classroom in keeping with student abilities, needs and interests. Novels and other resources used in English 13–23–33 may be appropriate for some IOP students. (See *Buyers Guide*, Alberta Education, 1991, and *Novels, Non-fiction and Drama*, Alberta Education, 1983.)

The following resources have been identified as potentially useful for the Integrated Occupational English Language Arts Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction.

BOOKS

Alberta Education. *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition.* The Native Education Project, 1990.

Alberta Education. *Students' Interactions, Developmental Framework: Social Sphere*. Curriculum Branch, 1988.

Alberta Education. *Teaching Thinking, Enhancing Learning. A Resource Book for Schools ECS to Grade 12.* Curriculum Branch, 1990.

Booth, David W. *Words on Work: An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, 1982.

Duncan, Barry. *Mass Media and Popular Culture*. Harcourt, Brace and Jovanovich, 1988.

Elrick, Thomas F. *Forms in Your Life, A Student Workbook and Guide to Everyday Forms, Third Edition.* Globe/Modern Curriculum Press, Toronto, 1991.

Goepfert, Paula S. (ed). *The Communications Handbook*. Scarborough, Ontario: Nelson Canada, 1982.

Gough, Nigel and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada Ltd., 1987. (A basic learning resource for English 23.)

Kimbrell, Grady and Ben S. Vineyard. *Entering the World of Work*. Bennett and McKnight, a division of Glencoe Publishing Co., 1983.

Livesley, Jack, Barrie McMahon, John J. Pungente, S. J. and Robyn Quin. *Meet the Media.* Globe/Modern Press, 1990.

Mazer, Harry. *Snow Bound.* Delacourte Press, NY, 1973.

Mazer, Harry. *When First We Met.* Four Winds Press, NY, 1982.

Nilsson, Dr. Virginia. *Improve Your Skills Series.* Athabasca University, Box 10 000, Athabasca, Alberta, T0G 2R0. 1990.

Ontario Ministry of Education, *Media Literacy, Resource Guide, Intermediate and Senior Divisions,* 1989. ISBN 0-7729-5090-3, Queen's Printer for Ontario, 1989. (A support teacher reference for English 10-20-30 and English 13-23-33.)

Note: Various publishing companies develop and distribute novels, anthologies, short story collections and book series which may be suitable for students in the Integrated Occupational Program. Teachers are encouraged to review catalogues to identify appropriate materials for local use available from:

e.g.,
- Gage Educational Publishing Company
- Globe Book Company
- Ballantine Books, Random House, Inc.
- Reidmore Books
- Scott, Foresman and Company
- Western Producer Prairie Books.

PERIODICALS

Consumer Talk is a set of eight consumer information sheets presented in tabloid-newspaper format and intended for high school students. Class sets may be obtained through Alberta Consumer and Corporate Affairs or one of their regional offices.

Proem Canada magazine is a semi-annual publication containing prose and poetry written by Canadian young people for a Grades 8 to 12 audience. *Proem Canada* may be ordered from Chris Magwood, P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. *Scholastic Voice* is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Road, Richmond Hill, Ontario, L4C 3G5.

Stars magazine is for students in high school and is written at the Grades 6-9 reading levels. *Stars* is published nine times a year and has copyright clearance. Available through Turman Publishing Company, 200 W. Mercer Street, Seattle, Washington, 98119, U.S.A.

Teachers are encouraged to peruse current and related articles about language arts, at-risk students, thinking skills, integration, etc., presented in journals, such as:

- *Booklist*
- *Canadian Library Journal*
- *Educational Leadership*
- *English Journal*
- *Journal of Reading*
- *Language Arts*
- *Library Journal*

- *Reading Today*
- *School Library Journal*
- *The Reading Teacher.*

KITS

Applied Communication. Each *Applied Communication* module consists of two 20-minute (approximately) video programs.

- *The initial program introduces the skills using a dramatization of a workplace situation.*
- *The second program is designed to summarize and review the skills addressed within the modules.*

Teachers are encouraged to plan a variety of activities between the introduction and review videotapes so students can use the skills presented in each module. Activity suggestions are contained within the kit and each thematic unit of this teacher resource manual.

Each videotape focuses on a specific employment opportunity within the following five occupational areas:

- agriculture
- business and marketing
- health occupations
- home economics
- technical, trade and industrial.

The following lists the English 36 thematic units and the *Applied Communication* videotapes used in this teacher resource manual. Teachers are encouraged to select videotapes, print materials and activities from the fifteen modules in keeping with student needs.

Thematic Unit	Module Numbers	Module Titles
Theme A: Challenges	6 3	Participating in Groups Using Problem-solving Strategies
Theme B: Dimensions	12 9 2	Communicating to Solve Interpersonal Conflicts Presenting Your Point of View Gathering and Using Information in the Workplace
Theme C: Media Trends	11	Making and Responding to Requests
Theme D: World of Work: Towards Tomorrow	1 4 13 14	Communicating in the Workplace Starting a New Job Evaluating Performance Upgrading, Retraining and Changing Jobs

Human Resource Training. Electrolab Training Systems, P. O. Box 320, Belleville, Ontario, K8N 5A5 (613) 962–9577.

Novels-on-Tape. Brentwood Enterprises Ltd., No. 16, 21707 Dewdney Trunk Road, Maple Ridge, BC, V2X 3G8 (604) 463–7036.

Media and Society. NFB, 150 Kent Street, Suite 642, Ottawa, Ontario, K1A 0M9, 1989. A teacher resource handbook and two videocassettes with twenty titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

On-the-Job Survival Skills. Pleasantville Media, Suite HW, P. O. Box 415, Pleasantville, NY 10570.

PROGRAM PLANNING

Language strands and the related concepts, skills and attitudes may be clustered and sequenced at the teacher's discretion, and in keeping with student abilities, needs and interests; however, the following suggestions are offered.

- Use the initial theme developed at each level in the *English 36 Teacher Resource Manual* to establish procedures and develop a positive, cooperative classroom environment. Provide opportunities for students to:
    - enhance understanding of self and others through exploratory reading, writing and talking
    - reflect on reading and writing interests
    - establish new short- and long-term personal goals.
- Conference with teachers in other subject areas to provide direction in sequencing course content, establishing expectations and strategies, determining emphasis, and clustering the language skills, process skills and inquiry strategies. **Cooperative planning** will help teachers enhance student development through the reinforcement of concepts, skills and attitudes in all subject areas.

Program planning should involve an emphasis on writing and reading as recursive processes. The English language arts program should include a wide array of activities from a variety of writing domains in keeping with the abilities, needs and interests of students, such as:

- sensory/descriptive
- imaginative/narrative
- analytical/expository.

Teachers are encouraged to use a variety of print and non-print resources, and suggestions are provided throughout this document and in the *English 36 Program of Studies/Curriculum Guide*. Specific resources are listed within each thematic unit.

TIME ALLOCATION

English 16, 26 and 36 are each 3-credit courses. Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

Required concepts, skills and attitudes are designated 80 per cent of the instructional time. The remaining 20 per cent represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies in daily living. Students will be expected to demonstrate an understanding that:

- concepts and skills in language have application in daily experiences within the home, community and work environments

- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

Community partnerships are community-based learning experiences that will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts and skills to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

To illustrate, Theme B, at each level, lends itself to integrated activities with social studies, science and the community, as students are asked to identify and react to events taking place in their environments. Guest speakers might include a local MLA and other political figures; the student council president; leaders of community groups who are lobbying on issues such as school closures, traffic congestion, speed limits or the environment; the school resource officer; or a member of the police force.

Additional suggestions for meaningful community partnerships in the Integrated Occupational English Language Arts Program include:

- inviting an author to discuss the writing process; a guest speaker who could contribute to a particular theme being studied; or an actor to enhance students' understanding of language arts skills in drama
- organizing field trips to a local TV station and a newspaper office, focusing on relationships among language concepts, skills and attitudes, and the media
- inviting the personnel manager of a neighbourhood company to conduct mock job interviews
- providing opportunities for students to engage in meaningful communication such as regular visits to a senior citizens' home, a day-care centre and/or a hospital
- preparing questions and interviewing a worker at the job site during the World of Work thematic unit
- identifying businesses, agencies and organizations within the community that use computer technology, and conduct on-site observations
- using local, national and international newspapers to reinforce language concepts, skills and attitudes
- providing opportunities for students to express their opinions about local, national and international events by writing letters to government officials or newspapers, telephoning appropriate people and/or debating issues with classmates or others
- videotaping students at their community partnership sites in order to discuss formal/informal rules, the application of technology, specific tasks associated with the site, or employer/employee relationships.

CURRICULAR INTEGRATION

Emphasis has been placed on relating language to life skills and to other subjects in the curriculum. Students will relate course learning objectives to numerous past, present and future personal experiences. Linking course content to experiences, both within and beyond the classroom will enhance student motivation. Students' ability to transfer language arts concepts, skills and attitudes to unfamiliar situations will also be enhanced as a result of multiple exposures to their application.

Teachers are encouraged to select instructional strategies that provide for the development of thinking processes and skills within the context of their application to out-of-school experiences, the occupational program and other disciplines. Columns two and three of the four-column *English 36 Program of Studies/Curriculum Guide* provide suggestions for relating language concepts, skills and attitudes to other subjects in the curriculum and experiences beyond the school.

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational English Language Arts Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths. Methodology and teaching strategies applied should enhance students' positive attitudes and self-esteem, attend to individual learning preferences, promote cognitive development and include meaningful contexts.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning. An appropriate program must foster in students positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course design and delivery should:

- provide meaningful and relevant experiences and content
- be appropriate to student abilities
- provide for student success.

LEARNING PREFERENCES

Each student has a preferred learning style and, therefore, varies in the ways he or she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning preference. Adjustments to course design and delivery may be necessary to ensure that individual student needs are being met.

A variety of teaching strategies can be used to accommodate learning preferences. To illustrate, instructions that are detailed or complex and depend heavily on short-term auditory memory might be presented in alternative forms. For example, pictures, diagrams or posted instructions will act as permanent external stimuli to help the student follow instructions accurately and successfully.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking is one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking, in part, involves one's ability to generalize, infer and hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:

- identify what students currently know about a topic and begin instruction with what is known
- use concrete, physical objects or experiences
- apply a variety of questioning strategies designed to extend thinking to the formal operational level.

MEANINGFUL CONTEXTS

Language is learned and developed through purposeful use and in meaningful contexts. Writing, reading, viewing, listening and speaking activities are integrated with skills and attitudes identified for competent functioning at home, at school, in the workplace and in the community. Many forms of personal activities, literature, media and technology provide the basis for meaningful experiences. Since students may encounter difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized and discrete skill instruction is de-emphasized. Thematic instruction is used to advance the goals and objectives of the Integrated Occupational English Language Arts Program within meaningful contexts.

LITERACY AND THE INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational Program is designed to prepare students for competent functioning in various roles at home, at school, in the workplace and in the community. A large component of the required competencies relates to basic literacy skills.

Functional literacy and acceptable literacy levels have been defined in a variety of ways. Literacy has been related to years of schooling, reading achievement levels completed, age equivalents and the ability to apply skills to tasks. To further complicate the issue of defining literacy, several specialized classifications of literacy have evolved along with their specific definitions, such as occupational literacy, survival literacy and media literacy.

The Integrated Occupational English Language Arts Program encourages teachers to identify a student's current ability level and promote growth using individual needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning activities and strategies.

Language-related tasks will often change as students mature into adulthood. For example, adults who return to the classroom often do so to upgrade their literacy skills for very specific occupational applications. Therefore, the most successful learning for these adults will occur within the context of the world of work.

In summary, literacy encompasses numerous skills in a wide range of functioning levels. The English language arts program recognizes the variations in real-life reading and uses students' present skills, needs, and interests to link the required concepts, skills and attitudes with the contexts in which they will be used.

TEACHING THE STRANDS OF LANGUAGE

When preparing for instruction, teachers are encouraged to review the sections: The Parts of the Program and the Whole Program (pages 36–62) and Teaching the Strands (pages 70–75) in the *Senior High School Language Arts Curriculum Guide*, Alberta Education, 1982. The following are to be considered when planning a program integrating the language strands:

- THE STRANDS ARE TO BE TAUGHT IN AN INTEGRATED FASHION, RATHER THAN IN ISOLATION. Strand interdependency is recognizable when instructors consider that speaking activities include listening and viewing, that speaking and listening form the basis for a reading vocabulary and that reading and speaking strengthen writing ability.

- LANGUAGE IS A PROCESS OF EXPLORING, IDENTIFYING, ANALYZING AND EXPRESSING MEANING. All language strands may be used at various stages when developing a final product, such as a descriptive paragraph, an oral presentation or a videotape production. Students might gather information by listening, reading and viewing; generate ideas and organize input through speaking and writing; revise and review by speaking, listening and writing; and share a final product using a combination of writing and speaking activities.

- LANGUAGE ACTIVITIES MUST BE AUTHENTIC AND PURPOSEFUL. To encourage the relevance of language, the evaluation focus of activities should shift from the teacher as examiner/assessor to the student as a self-appraiser. An audience makes a reading activity meaningful. The audience is a person or group of persons who attend to the communication efforts of another in order to understand the shared experience. Thus, listening to a student read a favourite poem, an interesting newspaper article, or announcements from the office is providing an audience. **Teachers are encouraged to avoid "round robin oral reading"**, as this strategy may result in an unnecessarily stressful experience for readers. Encourage students to rehearse a reading to be shared with the class, such as a joke, a paragraph from a book, or instructions on completing a project.

- READING AND WRITING MAY REQUIRE THE GREATEST EMPHASIS. Guided practice at writing in a variety of forms is necessary to assist students to achieve success. Students will learn from the strategies used by the teacher, and teachers may motivate students by writing with the class and sharing in some of the assignments. Encourage students to recognize that writing is a recursive, ongoing activity and that the quality of a final draft is important.

  Students need to realize that reading can be a pleasurable and rewarding experience. It would be appropriate to devote the equivalent of one period a week to a reading activity that promotes the fact that "reading is fun". Develop a reading corner where a wide variety of material is readily available, such as pocketbooks, magazines and comic books. The accessibility of materials at appropriate reading levels is crucial in promoting the reading habit. A book swap arrangement may be workable — students may take a paperback, if they contribute one they would recommend to others. Have the teacher–librarian visit on a regular basis to discuss and display new and appropriate materials available in the library. Teachers are encouraged to familiarize themselves with the books students read and to become sensitive to individual student's interests. Schedule time to conference individually with students, leading them to further reading and encouraging a balance in reading choice. Through careful planning and supporting, teachers may often entice students to read independently and on a regular basis.

- SELF-ASSESSMENT IS TO BE ADDRESSED THROUGHOUT THE STUDY OF THE LANGUAGE STRANDS. Students will be encouraged to monitor and adjust their use of the language strands in all social situations. Due to perception inconsistencies and lack of self-confidence, students may struggle in social situations, perhaps leading to broken friendships, family problems and disciplinary action taken against them at school and at work. Efforts should be made to infuse instruction with self-assessment strategies throughout the English program. Teachers may wish to experiment with the following:

  - videotape role-playing activities to provide opportunities for students to observe personal behaviour
  - teach a focused subunit on body language, such as body postures, body gestures and facial expressions
  - instruct students to recognize and react appropriately to non-verbal communication and nuances in voice tone. For example, discuss with students the changes in each of these sentences as a result of emphasizing one word more than the others:
    "What are you doing?"
    "What are you doing?"

"What are you doing?"
"What are you doing?"

- encourage students to become aware of feelings that indicate that communication is degenerating and recuperative strategies are needed, such as asking questions to clarify
- encourage students to make frequent perception checks, such as paraphrasing during their conversations.

PROCESSING INFORMATION IN THE ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational English Language Arts Program places special emphasis on promoting individual awareness and knowledge about the techniques that enhance effective communication. The majority of people learn appropriate strategies through everyday experiences. Due to perceptual, rather than academic factors, some students may lack this tacit knowledge. Expanding awareness of thinking processes, while addressing the five language strands, will prove beneficial to the social and academic development of Integrated Occupational Program students.

Emphasis is placed on processing information using critical and creative thinking skills, such as predicting, analyzing, evaluating and synthesizing. The intent is to enable students to become increasingly aware of personal thinking processes, and to apply a variety of thinking processes to solve problems and make decisions. Educational research suggests that modelling behaviour and providing practice will enhance students' development of appropriate strategies. Encouraging students to develop personal problem-solving/decision-making strategies may prove to be beneficial since individuals often remember and apply self-developed strategies more frequently than those offered by others.

The development of process skills will assist students to internalize information and knowledge for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use short-term memory strategies (e.g., to remember a telephone number until one can write it down) or "deep processing" strategies (e.g., when applying a skill in a variety of situations). Teachers are encouraged to directly and/or indirectly teach strategies to expand student ability to process information and to integrate both performance and process objectives in their instructional planning.

Various activities designed to enhance the development of process skills are suggested in this document and in the *English 36 Program of Studies/Curriculum Guide*.

The following teaching strategies may be used to enhance development of process skills:

- **Promote a variety of and encourage reciprocal questioning behaviours:** To promote higher level thinking and increasingly difficult information processing, teachers and students must use questions that require one to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real-life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

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1. McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension.* Unpublished manuscript, University of California, Los Angeles, California, 1986.

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to look for context clues, remind them that this includes all the words before and after the new work. Context clues may also be found in surrounding sentences. (See Instructional Mediation.)
  The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word, and decide on the meaning.

- **Apply strategies to common situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning to reading classified advertisements, sales flyers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills, such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- enhance student ability to apply problem-solving and decision-making strategies to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved, if students believe they can influence their performance by their personal efforts.

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom, in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers outline their interpretation of tasks and thinking processes to students, and students construct their own interpretations of the tasks/processes being learned. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and to supply meaning without the advantage of communication interaction.

Teachers using instructional mediation model behaviour that will assist students to select and make more efficient use of critical and creative thinking skills. Emphasis on a strategic view of tasks will encourage students to become increasingly independent in the processes and behaviours they use to solve problems and make decisions.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their efforts as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot become successful quickly. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of continuous effort and strategy selection in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:

- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence
- promote student use of appropriate questioning techniques.

Coaching is a suitable strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. **The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.**

EXPERIENTIAL APPROACHES TO ENGLISH LANGUAGE ARTS

Students' learning preferences and diverse developmental levels suggest a multidimensional approach to learning, involving situations that may be experienced or simulated by students. Activities should be chosen on the basis of their familiarity and relevance to the student and student input. Understanding of abstract concepts can be developed best through a variety of tactile experiences involving language arts skills. An experiential approach of this nature suggests that instruction in language arts include:

- active student involvement
- activities that encourage concrete and formal operational thought and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate common, practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations and language use.

As students become active in multidimensional experiences, they will examine thought and language within a specific context. By constructing models, making meals, assuming roles, making pottery and watching films, students attach significance to the language they hear and use. Students will encounter language that is suitable for the participants, the setting, the topic and the task.

Teachers are encouraged to begin instruction with concrete experiences. Experiences provide a foundation for learners upon which to build communication concepts, skills and attitudes, and progress from concrete to abstract thinking processes and language use. Actual experiences shared by students and teachers can become the springboards for further learning. A performance by a theatre company may become a catalyst for discussing, writing and researching; a student's painting may become the stimulus for writing, which can then become reading material for other students.

The following table lists several multidimensional experiences suitable for giving language learning a concrete context. Sensing, viewing, visiting, sharing, performing, dramatizing, making, crafting, growing, raising, creating and experimenting share similar features; therefore, strict distinctions between these types of experiences are not essential for a language in context approach. The inclusion of activities from each of these types of experiences will assist in providing an experiential language arts program.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]

Sensing	Visiting	Performing	Making	Growing
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts book ends models	plants, animals cultures chemical formations
Viewing	Sharing	Dramatizing	Crafting	Creating
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art	real-life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

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[1] For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from, *English as a Second Language K–12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14–15.

PLANNING AN INTEGRATED THEMATIC UNIT OF INSTRUCTION

Teachers are encouraged to consider a variety of factors when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing thematic units of instruction.

1. Identify a possible theme, based on:
   - curriculum objectives, integration with other subjects, community needs
   - student abilities/needs/interests
   - availability of suitable learning resources.

2. Determine purpose for the theme and include appropriate:
   - thematic objectives
   - concepts, skills and attitudes
   - integration across the curriculum
   - process/inquiry objectives.

3. Consider and select suitable resources:
   - books, pamphlets, monographs, films, videos
   - computer software and other technology
   - resources from other subject areas
   - community contacts
   - newspaper and magazine articles.

4. Design activities/strategies suited to the purpose and available resources:
   - divide activities into lessons with general and specific objectives
   - sequence the lessons.

5. Develop ongoing strategies to build community partnerships into the thematic unit, such as:
   - field trips and tours
   - guest speakers
   - demonstrations
   - news/media analysis.

6. Plan for evaluation:
   - student self-evaluations
   - teacher's ongoing and summative evaluations
   - peer and parent assessments.

7. Share the unit:
   - celebrate achievements
   - provide thematic units to other teachers
   - expand, update and revise units as they are used
   - develop strategies to evaluate the updated and revised activities with a variety of student groups.

ELEMENTS OF A DAILY LESSON PLAN

A daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment and evaluation have several purposes, such as to give students opportunities to apply the concepts, skills and attitudes, to allow the teacher to give individual help and to provide opportunities for the teacher and student to assess what has been learned.

Inform students of the purpose of every lesson by writing it or the objectives on the chalkboard.

The amount of information in a daily lesson plan and time frame will vary according to the activities planned.

A daily lesson plan contains the following:

- Topic/Objective
- Purpose or Main Idea
- Lesson Objectives
  - Concepts
  - Skills
  - Attitudes
- Learning Resources
- Methodology
  - Opening Activities
  - Developmental Activities
  - Closing Activities
- Assignment
- Time
- Evaluation

EXAMPLE

DAILY LESSON PLAN

Topic: ____________________ Knowledge Objective: ____________________

Purpose/Main Idea: ____________________ Date: ____________________

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (minutes)
Concepts:		Opening:	5–10 minutes
Skills:		Developing:	20–50 minutes
Attitudes:		Closing:	5–10 minutes

Evaluation: 5 min. + (Evaluation time will vary according to assessment method used.)

EVALUATION

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing continuous feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- **feedback to students** about their individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis.
- **information to teachers** concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required for individual students with respect to pacing, learning resources, teaching methods or objectives.
- **information to parents/guardians** regarding students' progress. Where possible, reports to parents/guardians should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating students' progress to parents/guardians, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Evaluation should serve diagnostic purposes in identifying students' strengths and weaknesses, as well as summative needs in measuring overall growth.★ Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of a student should be gathered from a variety of sources, using a variety of methods.

For additional information, teachers are encouraged to review Evaluating Senior High Language Arts (pages 77–101) in the *Senior High School Language Arts Curriculum Guide* (Alberta Education, 1982) and the *English 36 Program of Studies/Curriculum Guide*.

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and students' progress. Efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being "tested" again and they may: miss school on examination days; feign an uncaring attitude; or fail to give their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will enhance both students' learning and the quality of the English language arts program.

- Evaluate students on an ongoing basis, using a variety of methods, such as the following:
  - provide taped versions of quizzes and tests for weaker readers and allow them to explain the answer on tape or to a scribe
  - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an examination, which will provide teachers with valuable insight into the information that students think is important. Students will also practise asking and answering questions

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★ A variety of diagnostic instruments are available through the Learning Resources Distributing Centre (LRDC), Alberta Education.

  - use open-book examinations to enhance note-taking, organizing, locating and skimming abilities
  - provide a variety of open-ended items to encourage critical and creative thinking.

- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations where they can demonstrate their understanding and application of concepts, skills and attitudes.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their products and use of thinking skills. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

  "You did a good job of (be specific)."
  "What steps did you find most difficult?"
  "How could you improve your response to this question?"

- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.

- Consider the following when evaluating students' performances:

  - use students' strengths to ensure success in the evaluation process
  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
  - help students understand that making mistakes, and developing the ability to identify and correct errors, is part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed concepts, skills and attitudes throughout the year, using a variety of instruments and techniques. The following briefly describes evaluation methods. **The list is not inclusive; rather, it may serve to guide the evaluation process.**

Examples of Instruments and Techniques	Comments or Descriptions
Anecdotal Records	A continuous log or diary of student progress. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
Checklists	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation and to enhance student organizational skills.
Interviews and Conferences	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test, to discover student's perceptions about progress, etc.
Media	Teachers may tape record tests to evaluate students' listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Students' performances may be videotaped for evaluation purposes.

Examples of Instruments and Techniques	Comments or Descriptions
Observations	Observing students' behaviours in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student (or a selected number of students) undertaking an activity over a given time. Observation can include students' responses to questions, use of time and materials, and participation in discussions and group activities.
Samples of Student Work	Samples of students' work are collected and qualitative differences over time are assessed, using written work, reports, maps, tests, etc.
Peer and Self-evaluations	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation, such as a conference with the teacher.
Specific Assignments	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
Questionnaires and Inventories	Questionnaires may include true/false, multiple choice, key list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the students' interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented, which the student arranges in order of preference. This type of item is a cross between matching and key list questions.

Examples of Instruments and Techniques	Comments or Descriptions
Tests	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

The generic skills section of this *English 36 Teacher Resource Manual* contains additional information that may be of assistance when evaluating student performance; e.g., student yearly record forms, peer response sheets and self-evaluation checklists.

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY

In keeping with the wide range of physical, social and emotional development among adolescents, English language arts activities must be carefully planned with physical and emotional safety in mind. Teachers may be held liable for negligence of safety policy, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers should:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

> **"A Child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations."** (*Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for educators, parents, and students . . . available from Alberta Education.*)

Teachers should carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. Teacher sensitivity should be particularly acute early in the year when students may be more unsure of themselves, their teacher and peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/logbook entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers need to understand their legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

> **"The teacher treats pupils with dignity and respect and is considerate of their circumstances."**
>
> **"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil."** (*The Alberta Teachers' Association Members' Handbook.*)

The Provincial *Child Welfare Act* states that anyone:

> **"... who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director ..."** of Alberta Social Services. (*Information on The Child Welfare Act – Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

> **"... is guilty of an offence and liable to a fine of not more than $2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."**
>
> **"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional—such as a teacher—did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession."** (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers should:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for the physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students how to avoid hazards involved in each activity at the outset and reinforce continually
- think ahead—plan carefully in order to ensure that activities are appropriate to the available space and class size
- regularly check all equipment in use.

Physical safety is not just a series of precautions to take at the first of the year, or a series of rules to post in the work area. Safety is a state of mind, something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a developmental process during which skills and related concepts and attitudes are refined and expanded over time in various contexts.

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and needs. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning preferences and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting language growth.

Learning in context also provides opportunities for students to connect English language arts concepts, skills and attitudes to common, everyday experiences. Students will become aware of the relationships between what is learned in school and how that knowledge may be applied in a variety of situations.

The Scope and Sequence charts provide an overview of the concepts, skills and attitudes to be addressed at each level. Teachers are encouraged to cluster and sequence the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

It is intended that related concepts, skills and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Except in rare circumstances, discrete skill instruction is not advocated. Concepts, skills and attitudes may be taught in the context of the suggested themes outlined in this teacher resource manual, or within locally developed themes (see page 2).

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

The Scope and Sequence charts include English 16, 26 and 36 to allow teachers to view the development of language throughout the program. Concepts, skills and attitudes are to be addressed at each level within contexts appropriate to the age and ability level of students.

SCOPE AND SEQUENCE

WRITING

CONCEPT – *Appropriate prewriting strategies can help a writer discover and express meaning.*

SKILLS

ENGLISH 16	ENGLISH 26	ENGLISH 36
Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing *B41*★		
Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations *B42*		
Identifies purpose and audience, and directs writing and speaking to that audience *B43*		
Identifies a topic with some assistance from teacher suggestion, and selects appropriate supporting material from ideas generated through prewriting activities *B44*		
		Establishes an appropriately limited subject for writing, and identifies suitable material from that which has been generated in prewriting activities *B45*
Recognizes the value of using personal experience for examples and illustrations in support of an idea	Recognizes situations where other sources of information are needed, and finds and incorporates this information into compositions	Uses the appropriate prewriting activities in fulfilling individual intention *B46*
Plans compositions with teacher and peer assistance, and allows for discovery of meaning when writing *B47*		

CONCEPT – *Appropriate organization and development of meaning are essential qualities of written compositions.*

SKILLS

ENGLISH 16	ENGLISH 26	ENGLISH 36
Writes an introduction that leads directly to the topic	Writes an introduction that engages the interest and focuses the attention of the reader *B48*	
Develops personal ideas by using methods appropriate to this topic, such as examples or reasons		Uses methods of development suitable for a particular purpose and audience *B49*
Demonstrates the ability to organize thoughts coherently *B50*		
Composes a suitable ending	Writes a conclusion that follows the train of thought established *B51*	

★ Letters and numbers following a skill statement relate to the section(s) of the *English 36 Program of Studies/Curriculum Guide* in which the skill and related concept and attitudes are addressed.

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">WRITING (continued)</td></tr>
<tr><td colspan="3">CONCEPT – <i>Effective revision involves careful evaluation of ideas and a further shaping of the composition.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Reviews assignments and compositions carefully to assure that all instructions have been followed <i>B52</i></td></tr>
<tr><td colspan="3">Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed <i>B53</i></td></tr>
<tr><td></td><td colspan="2">Identifies those ideas that have not been adequately developed, and improves the expression of those thoughts <i>B54</i></td></tr>
<tr><td colspan="3">Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience <i>B55</i></td></tr>
<tr><td colspan="3">Proofreads for errors in grammar, vocabulary usage, punctuation and spelling</td></tr>
<tr><td></td><td>Examines composition for faulty mechanics, unity and coherence</td><td></td></tr>
<tr><td></td><td></td><td>Examines composition for faulty mechanics, unity, coherence, emphasis and proportion <i>B56</i></td></tr>
<tr><td>Produces a revised version, carefully proofread, with a suitable title</td><td colspan="2">Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate B57</td></tr>
<tr><td colspan="3">Applies evaluation strategies to the appraisal performances of self and others when revising, writing and speaking <i>B58</i></td></tr>
<tr><td colspan="3">Recognizes the role of modern technology, such as computers, and word processing programs in the writing process <i>B59</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>A writer's ideas and experiences can be presented through various modes of discourse.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing <i>B60</i></td></tr>
<tr><td colspan="3">Shares thoughts and feelings with other people through shaped and polished writing <i>B61</i></td></tr>
<tr><td>Uses clear, functional prose when conveying information and giving instructions</td><td colspan="2">Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view <i>B62</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Writes social letters in language appropriate to the purpose and audience</td></tr>
<tr><td></td><td colspan="2">Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone <i>B63</i></td></tr>
<tr><td>Completes a variety of forms</td><td>Produces a complete and useful résumé</td><td>Prepares a résumé and covering letter for a specific application <i>D16</i></td></tr>
<tr><td>Writes a concise, factual, short report in response to a specific assignment or on a subject of special interest</td><td>Writes a clear, well organized report on a topic that requires some investigation</td><td>Writes for a specific purpose and audience, an acceptable report that includes appropriate material located through research <i>B64, D17</i></td></tr>
</table>

ENGLISH 16	ENGLISH 26	ENGLISH 36

READING

CONCEPT – *Reading, viewing and listening are processes that demand active involvement of the individual.*

SKILLS

Responds with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed *A1*

Understands that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation *A2, C4*

Expresses feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking *A3, C5*

CONCEPT – *The study of literature can fulfill a variety of goals for the individual.*

SKILLS

Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others *A4*

CONCEPT – *Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.*

SKILLS

Reads literature for enjoyment, stimulation of imagination, and understanding of its content and emotional appeal *A5*

ENGLISH 16	ENGLISH 26	ENGLISH 36
		Reads literature for enjoyment, understanding and appreciation *A6*

CONCEPT – *Human experiences and values can be explored through literature and media.*

SKILLS

Describes the major physical characteristics and personality traits of characters in literature and media, and relates these to real-life experiences *A7*

ENGLISH 16	ENGLISH 26	ENGLISH 36
	Discovers and discusses the motives of a character's actions and relates these to real-life experiences	Infers and evaluates the motivation for a character's behaviour and relates these to real-life experiences *A8*

Expands experiences vicariously and relates literature/media experiences to personal experiences *A9*

ENGLISH 16	ENGLISH 26	ENGLISH 36
	Examines values expressed through literature/media *A10*	

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">READING (continued)</td></tr>
<tr><td></td><td></td><td>Develops an awareness of the variety, origins, conflicts and trends in human values <i>A11</i></td></tr>
<tr><td colspan="3">Relates literary/media experience to personal experience</td></tr>
<tr><td></td><td colspan="2">Relates personal and societal values to values expressed through literature/media <i>A12</i></td></tr>
<tr><td></td><td></td><td>Appraises the values expressed in a literary selection <i>A13</i></td></tr>
<tr><td colspan="3">Uses critical and creative thinking skills to determine alternative solutions to problems portrayed in literature and media <i>A14</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Understanding and appreciation of a literary selection depends on recognizing and understanding general characteristics of literary forms and the relationship among form, idea and purpose.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td>Identifies the subject</td><td colspan="2">Identifies the subject and purpose</td></tr>
<tr><td></td><td>Identifies the theme</td><td>Assesses the validity of the theme in relation to life in general and in relation to his or her own experiences <i>A15</i></td></tr>
<tr><td>Summarizes the content</td><td colspan="2">Retells or summarizes the content and identifies the basic organization the author has used <i>A16</i></td></tr>
<tr><td></td><td>Distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action</td><td>Considers how the impact of a work is affected by its organization, such as a cliffhanger ending <i>A17</i></td></tr>
<tr><td></td><td colspan="2">Distinguishes among the various forms of literature, such as prose, poetry, drama <i>A18</i></td></tr>
<tr><td></td><td></td><td>Compares and contrasts the presentation of ideas in two or more literary forms <i>A19</i></td></tr>
<tr><td></td><td></td><td>Generalizes about the effect of form in literary selections read <i>A20</i></td></tr>
<tr><td></td><td></td><td>Identifies the point of view of a literary selection <i>A21</i></td></tr>
<tr><td></td><td></td><td>Recognizes the mood and tone of a literary selection <i>A22</i></td></tr>
</table>

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (continued)		
CONCEPT – *Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.*		
SKILLS		
Identifies the purpose for reading, listening and viewing, and extracts information based on that purpose *B24*		
	Identifies purpose for reading, and selects appropriate information	Identifies purpose for reading, and selects and synthesizes relevant ideas B25
Locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods *B26*		
	Gains information from special interest books and periodicals, encyclopedias and other reference books	Uses technical publications, trade journals, advanced instruction books and other reference material *B27*
Obtains occupational information	Arranges information for use in achieving purpose	Assesses and evaluates information in terms of projected use *B28, D18*
CONCEPT – *An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.*		
SKILLS		
Increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed *B29, D9*		
Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance *B30*		
Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material *B31, D10*		
Uses skimming as a rapid reading technique, and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions *B32, D11*		
	Demonstrates increased ability to skim and scan for required information *B33*	
Recognizes that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey–Question–Read–Recite–Review) is used		
		Identifies and uses appropriate methods of reading for studying and other purposes *B34, D12*

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">VIEWING</td></tr>
<tr><td colspan="3">CONCEPT – <i>Appreciation and understanding of print and non-print materials require an understanding of purpose.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information <i>C1, D1</i></td></tr>
<tr><td colspan="3">Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions <i>C2, D2</i></td></tr>
<tr><td colspan="3">Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed <i>D3</i></td></tr>
<tr><td></td><td colspan="2">Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced <i>C3</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Elements in and structure of an image strongly influence the total effect of its communication.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer <i>C6</i></td></tr>
<tr><td></td><td colspan="2">Relates the elements of the image to the purpose and message of the image C7</td></tr>
<tr><td></td><td colspan="2">Understands that manipulative devices are used to persuade the viewer, especially in advertising C8</td></tr>
<tr><td colspan="2">Recognizes how the content of the image is affected by such things as camera angles, framing and arrangement into sequences</td><td></td></tr>
<tr><td colspan="2">Recognizes and discusses the affects on the viewer of idealization and distortion in media productions</td><td>Appreciates effects of editing, such as biasing content and enhancing mood or theme <i>C9</i></td></tr>
<tr><td></td><td colspan="2">Recognizes, interprets and evaluates the affects on the viewer of idealization and distortion in media production <i>C10</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Recognizes the intentional use of sound to create an appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer <i>C11</i></td></tr>
<tr><td></td><td colspan="2">Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons) <i>C12</i></td></tr>
</table>

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING (continued)		
		Discusses combined visual effects, sound effects and language in a mixed-media presentation, television production or film *C13*
CONCEPT – *The viewer, listener and reader must evaluate the apparent reality created in media products.*		
SKILLS		
Discusses emotions, facts and opinions expressed visually, and relates these to real-life experiences *A23*		
	Analyzes propaganda and advertising techniques used in visual messages *C14*	
Discusses emotions, facts and opinions, and the techniques used to express them in print and non-print materials *C15*		
		Evaluates the aura of reality created in visual messages, especially propaganda *C16*
Recognizes the difference between fact and fantasy in media portrayals of everyday life *A24, C17*		
CONCEPT – *Visual communication is similar in many ways to verbal forms of communication.*		
SKILLS		
Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature *C18*		
	Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace *C19*	
		Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer *C20*

ENGLISH 16	ENGLISH 26	ENGLISH 36
LISTENING		
CONCEPT – *Listening is an active, not a passive process.*		
SKILLS		
Recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information *A25, D4*		
	Identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and other listeners *D5*	
Observes the courtesies of a good listener *A26, D6*		
CONCEPT – *Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.*		
SKILLS		
Recognizes and recalls the central and supporting ideas in an oral presentation *D7*		
Identifies the speaker's purpose	Recognizes the speaker's attitude, tone and bias *B39*	
		Distinguishes between emotional appeal and reasoned argument *B40*
Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions *A27, D8*		
CONCEPT – *Listening to obtain information involves attentive, open-minded reception of the message presented.*		
SKILLS		
Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques *B35*		
Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose	Uses effective listening techniques, such as mentally reviewing major points of the message *B36*	
		Listens actively for the speaker's theme, main ideas and supporting details and organizes and reviews these in his or her mind when listening *B37*
		Seeks clarification of information not understood, or expansion of ideas superficially developed *B38*

ENGLISH 16	ENGLISH 26	ENGLISH 36

LISTENING (continued)

CONCEPT – *Critical listening, viewing and reading involve an assessment of the validity of the message presented.*

SKILLS

ENGLISH 16	ENGLISH 26	ENGLISH 36
Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side *B17, C21*		
	Identifies persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice *B18, C22*	
		Detects fallacies in the speaker's argument, such as hasty generalizations or false analogies *B19*
	Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker *B20*	
		Analyzes a variety of presentations to identify the persuasive techniques used *B21*
		Assesses the performance of the speaker and the content of the address *B22*
		Evaluates the source of information *B23*

ENGLISH 16	ENGLISH 26	ENGLISH 36

SPEAKING

CONCEPT – *The ability to speak easily, clearly and effectively is an essential communication skill.*

SKILLS

Clarifies and extends thinking by expressing thoughts orally *A28, B8*

Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing *A29, B9*

Displays an increase in self-confidence during discussion situations

Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory *B10*

Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely *B11*

Uses effectively voice production factors, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest *B12*

CONCEPT – *The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.*

SKILLS

Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion *B14*

Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader *B15*

Demonstrates increased facility in functioning as a group member and as a group leader *B16*

Summarizes the main points and conclusions *B13*

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<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">SPEAKING (continued)</td></tr>
<tr><td colspan="3">CONCEPT – <i>Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting <i>B1</i></td></tr>
<tr><td colspan="3">Uses questions to clarify and expand understanding, and monitors personal questioning strategies <i>B2, D13</i></td></tr>
<tr><td colspan="3">Listens carefully to a question to capture its meaning, identifies the purpose of the question and responds accordingly <i>B3</i></td></tr>
<tr><td>Develops competence in presenting information orally, such as explaining and giving instructions</td><td>Characterizes persuasive speech and speaks persuasively in appropriate situations</td><td>Demonstrates increased facility with explanatory and persuasive speaking in a variety of situations <i>B4, D14</i></td></tr>
<tr><td colspan="3">Enhances some presentations, using diagrams, charts, graphs and demonstrations .... <i>B5</i></td></tr>
<tr><td></td><td colspan="2">Develops a topic adequately, arranges ideas in appropriate order and finishes with a concluding statement <i>B6</i></td></tr>
<tr><td colspan="2">Functions at informal social gatherings, using techniques such as introducing people and starting conversations</td><td>Understands and observes the rules and procedures that govern a business meeting <i>B7</i></td></tr>
<tr><td>Uses the strategies necessary to participate in an effective job interview</td><td>Uses the procedures and courtesies common to an interview situation</td><td>Participates effectively in job interviews <i>D15</i></td></tr>
</table>

THEME A: CHALLENGES

OVERVIEW

As students approach the final stages of their secondary schooling, the nature and number of challenges they face often change. Achieving personal goals and forming new goals requires individuals to continue to make decisions and develop strategies that will enable them to meet these many challenges. This thematic unit will enhance students' abilities to identify and meet present and future challenges.

"Challenges" is designed as an introductory theme and is an extension of the *English 36 Program of Studies/Curriculum Guide*, A: Exploring Self and Others through Literature and Media. Because the majority of students enrolled in English 36 will earn the Certificate of Achievement and seek employment, the course emphasis is on **student need**. Teachers are encouraged to identify students' needs and organize for instruction in keeping with the concepts, skills and attitudes students must acquire to be responsible, participating members of society.

A variety of sources and methods may be used to determine students' needs, such as written work and examinations in previous courses, diagnostic tests, inventories, observations of social development, and interviews with students, parents, work experience supervisors and counsellors. (See Evaluation, pages 20–23.)

English 36 may be the final opportunity for students to develop and refine language skills in a formal, yet supportive, setting. Therefore, English 36 focuses on language, self-evaluation, problem-solving and decision-making skills and attitudes that will be required at the workplace, in the community and beyond.

English 36 teachers are encouraged to seek answers to the following questions and use the answers to provide direction when organizing for instruction.

- Can my students express themselves through speaking and writing in a manner acceptable in the workplace?
- Can my students access print and non-print community resources to locate necessary information about housing, employment, health services, etc.?
- Do my students have the necessary skills and appropriate attitudes to contribute positively to this community, and society in general?
- Do my students have the self-confidence and skills needed to make decisions for themselves, and assist others in the decision-making process?
- Do my students have the ability to critically analyze and determine the value to themselves, and society, of current television programs, rock videos, movies and magazines?
- Have my students had the opportunity to experience a live play, an art show, an opera or "good" literature (a Shakespearean play, a Dickens' novel, Frost's poetry)?

ATTITUDE OBJECTIVES

Students will be expected to demonstrate positive attitudes toward:

- good literature and the role of literature and media in fostering personal growth
- recognizing that literature and media may support or contrast with one's personal opinions and experiences.
- making decisions based on investigating alternatives using critical/creative thinking, problem-solving and decision-making strategies.

THEMATIC OBJECTIVES

Theme A: "Challenges" will enable students to:

- communicate effectively in all environments, particularly the world of work
- re-evaluate personal goals
- review, reinforce and enhance language skills addressed at previous levels
- develop strategies to enhance the development of communication skills in preparation for life beyond school
- enhance understanding of self and others through exploratory reading, writing and talking
- reflect upon reading and writing interests
- develop positive attitudes toward learning about oneself and others through literature and media.

"Challenges" is an extension of *English 36 Program of Studies/Curriculum Guide*, A: Exploring Self and Others Through Literature and Media. Teachers are encouraged to make concurrent use of the program of studies, this teacher resource manual, the program of studies/curriculum guide, the basic learning resources, and numerous additional resources to develop the strands and related concepts, skills and attitudes.

STRANDS OF LANGUAGE

The following language strands, and related concepts, skills and attitudes are highlighted within this thematic unit.

Reading

Concept: **Reading, viewing and listening are processes that demand active involvement of the individual.**

- respond with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed
- understand that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation
- express feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking.

Concept: **The study of literature can fulfill a variety of goals for the individual.**

- understand that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develop one's understanding of self and others.

Concept: **Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.**

- read literature for enjoyment, stimulation of imagination, and understanding of its content, emotional appeal and for appreciation.

Concept: **Human experiences and values can be explored through literature and media.**

- describe the major physical characteristics and personality traits of characters in literature and media, and relates these to real-life experiences
- infer and evaluate the motivation for a character's behaviour and relate these to real-life experiences

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- expand experiences vicariously, and relate literature/media experiences to personal experiences
- examine values expressed through literature/media
- develop an awareness of the variety, origins, conflicts and trends in human values
- relate personal and societal values to values expressed through literature/media
- appraise the values expressed in a literary selection
- use critical and creative thinking skills to determine alternative solutions to problems portrayed in literature and media.

Concept: Understanding and appreciation of a literary selection depends on recognizing and understanding general characteristics of literary forms and the relationship among form, idea and purpose.

- assess the validity of the theme in relation to life in general and in relation to his or her own experiences
- retell or summarize the content and identify the basic organization the author has used
- consider how the impact of a work is affected by its organization, such as a cliffhanger ending
- distinguish among the various forms of literature, such as prose, poetry, drama
- compare and contrast the presentation of ideas in two or more literary forms
- generalize about the effect of form in literary selections read
- identify the point of view of a literary selection
- recognize the mood and tone of literary selection

Viewing

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- discuss emotions, facts and opinions expressed visually, and relate these to real-life experiences
- recognize the difference between fact and fantasy in media portrayals of everyday life.

Listening

Concept: Listening is an active, not a passive process.

- recognize that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- observe the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.

- display sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- clarify and extend thinking by expressing thoughts orally
- express thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing.

LEARNING RESOURCES

- Resources available within the community and used in the classroom will provide opportunities for meaningful, practical experiences.
- Selections from the basic learning resources, *Your Voice and Mine 3* and *Straight Ahead,* are suggested to enhance development of the learner expectations.
- *English 36 Program of Studies/Curriculum Guide*, specifically A: Exploring Self and Others Through Literature and Media provides suggestions about relating learning objectives to common experiences, applications across the curriculum and community partnerships.
- The following videotapes from the American Institute of Technology (AIT), *Applied Communication Series* (see page 8) will assist teachers to diagnose student performance levels and develop learning objectives:

Module	Title
3	Using Problem-solving Strategies
6	Participating in Groups

PRINT RESOURCES

The learning resources listed below have been identified as potentially useful for English 36. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Some print resources listed below are recommended for other high school English courses and may be obtained through the Learning Resources Distributing Centre (LRDC).

Coady, Mary Francis. *Champion on Wheels: A Biography of Jocelyn Lovell.* Irwin Publishing, Toronto, 1987.

Hansen, Rick, as told to Jim Taylor. *Rick Hansen: Man in Motion.* Douglas and McIntyre, 1987.

Hughes, Monica. *Hunter in the Dark.* Avon Books, 1982.

Severo, Richard. *Lisa H.* Penguin Paperback, 1986.

SUGGESTED ACTIVITIES

Many of the activities involve reading selections with/to students. Teachers are encouraged to include student oral reading as a classroom activity when:

- students have had opportunity to prepare for oral reading
- students volunteer to read orally.

Teachers are encouraged to avoid "round robin" oral reading. Random selection of unprepared students may result in unnecessary stress for students who have difficulty reading orally. Teachers may find the following items from the *English 36 Program of Studies/Curriculum Guide* useful: "Interpersonal Skills and the Social Sphere" and "Teaching the Strands of Language".

1. Provide opportunities for students to identify concepts, skills and attitudes required in the workplace. Students will gather information using various methods and sources, such as:
   - recording personal observations in a work setting
   - surveying and interviewing co-workers, supervisors and employers
   - reading and viewing print and non-print media
   - sharing personal experiences
   - assessing themselves and others in a work setting using checklists, inventories, etc.

2. a. Have students apply problem-solving/decision-making strategies to determine appropriate ways to enhance personal abilities and develop short-term and long-term goals. (See Process, "Critical/Creative Thinking and Inquiry Strategies" and "A Problem-solving/Decision-making Framework for IOP".)
   - Throughout the year, organize students into groups of three or four members using a variety of methods, such as:
     - allowing students to group themselves
     - counting students and having students with the same number form a group
     - selecting names randomly from a class list
     - having students answer appropriate questions and organizing students according to the results of a sociogram. (See Resource 1: Sociograms, page 49.)

   b. Provide opportunities for students to become familiar with classmates through discussion and group activities. Have students select and discuss topics of interest from media sources or involving school/community events.
   - Refer to Unit 3, Body Language, *Straight Ahead*, pages 42–58. Use selections and activities to enhance non-verbal communication skills.
   - Refer to Unit 14, Group Interaction, *Straight Ahead*, pages 273–280, and complete activities that will enhance students' interpersonal performances.
   - Use Unit 19, Talk It Over, *Straight Ahead*, pages 337–344 to develop speaking and listening skills.

   c. Provide opportunities for students to self-evaluate performance in group activities. (See Listening, "Listening Response Sheet" and "Self-evaluation in Group Discussions".)

3. Distribute folders or appropriate paper to enable students to begin an English language arts folder/portfolio. Students will contribute assignments, tests, news articles, maps, etc. throughout the year. Arrange a specific shelf or file cabinet drawer for folder storage. (See Process, "Student Evaluation Record", "Student Portfolios" and *Your Voice and Mine 3*, "The Writing Folder", pages 180–184.)

4. Inform students that purposes of this thematic unit include assessing their abilities, developing strategies to enhance their abilities, and evaluating personal performance.

   a. Provide opportunities for students to write a paragraph or make a list describing themselves. Have students place their description in their portfolio for future reference and/or expansion.

   b. Read with/to students, the poem, "Fifteen", *Straight Ahead*, page 16 and initiate activities relating to short- and long-term consequences of behaviour and setting goals.

   c. Have students make a list of short-term and long-term personal goals. Encourage students to add the list to their portfolios and evaluate their goals throughout the year.

- Provide opportunities for students to organize their goals into categories, such as:
  - personal goals
  - interpersonal development goals:
    - friends
    - family
    - community
    - workplace
  - educational goals
  - studying goals.

5. Refer to Resource 2: Participating in Groups (*Applied Communication Series*), page 51, and complete activities in keeping with student needs, abilities and interests.

6. Read a variety of selections with/to students as indicated below. Refer to Reading, "Reading Process". Select and use prereading, active reading and postreading activities in keeping with the lesson objectives, selections and abilities of students.

   a. Read with/to students "Let it Go", *Your Voice and Mine 3,* pages 62–66 or "A Kind of Courage", *Straight Ahead*, pages 6–8. Provide opportunities for students to explore the characters and events in the story by:
      - summarizing the behaviour of the characters
      - summarizing the physical characteristics of the characters
      - relating the behaviour of the characters to real-life experiences
      - discussing the feelings of the characters throughout the events of the story and relating these feelings to real-life experiences. (See Speaking, "Instructions In and About Small Group Discussions".)
      - relating consequences to decisions and behaviour (See Process, "Logical/Natural Consequences Versus Punishment".)

   b. Use a variety of questions to initiate thought and discussion about the feelings of the characters. (See Speaking, "Developing Questions" and "Forming Questioning Chains".)

   c. Have students brainstorm words or phrases that describe the characters in the story and complete a chart listing the descriptors.

e.g., "Let It Go"

Jared	Lance	Miss Cassidy
– not serious about school – lousy liar – red hair	– unconcerned – humorous – lousy liar	– counsellor – unpredictable – strict

- Have students use symbols on the chart to distinguish physical, behavioural and emotional characteristics.
- Provide time for students in small groups to select one character to describe and find evidence in the story to support the list of descriptors. Have students use appropriate strategies to organize ideas and descriptions. (See Writing, "Organizing for Writing" and Reading, "Semantic Webs and Maps".)
- Have students write a paragraph describing one of the main characters with supporting details from the story. (See Writing, "The Writing Process", "Computers and the Writing Process", "A Sequence of Writing Assignments", etc.)
- Provide opportunities for students to peer or self-edit written work. (See Writing, "A Checklist for Assessing Writing", "Peer Response Sheet" and Speaking, "Peer Feedback".)

   d. Have students write narratives to share with classmates about growing up, accepting the consequences of one's behaviours, etc. (See Writing, "Organizing for Writing", etc.)

e. Have students write a short anecdote about a memorable time in their lives (see Writing, "A Sequence of Writing Assignments: A Memorable Time"). Have students edit and hand in a polished copy for evaluation purposes. (See Writing, "A Checklist for Assessing Writing".)

f. Have students complete appropriate activities suggested in the resource following the story:
e.g., *Straight Ahead*
  - PMI, page 9.
  - Keeping a Journal, page 10
  - Point of View, page 14.

7. Refer to Unit 16, Responding to Literature, *Straight Ahead*, pages 293–316, and select items and activities that will encourage students to relate characters and events in the literature to personal experiences.

8. Refer to Resource 3: Using Problem-solving Strategies (*Applied Communication Series*), page 61. Have students complete activities and apply problem-solving strategies within various contexts throughout this unit.

9. a. Read with/to students, "An Ounce of Cure", *Your Voice and Mine 3*, pages 21–33. Provide opportunities for students to examine the decision-making strategies used by the main character and the individual/events that influenced her. (See Process, "A Problem-solving/Decision-making Framework for IOP" and "Critical/Creative Thinking and Inquiry Strategies".)

b. Provide opportunities for students to generate questions and answers about the characters and events in the story. (See Speaking, "Developing Questions" and "Forming Questioning Chains".)

c. Provide opportunities for students to identify and list personal goals. Encourage students to share with classmates selected goals only if they are comfortable with disclosure. Have students include their goals list in their portfolios.
  - Have students distinguish long-term from short-term goals, and use critical and creative thinking skills to develop strategies designed to assist them to achieve their goals. (See Process, "Critical/Creative Thinking and Inquiry Strategies".)

d. Refer to Process, "Logical/Natural Consequences Versus Punishment" and initiate discussion about the consequences of the actions of the main character.
  - Provide opportunities for students to share stories about similar personal experiences.

10. a. Read "My Guilt", *Your Voice and Mine 3*, pages 146–147, orally while students follow in the book. Provide opportunity for students to paraphrase the poem or write phrases describing feelings or images generated while listening to the poem.

b. Provide opportunities for students to write about a time when they "felt guilty". (See Writing, "A Sequence of Writing Assignments".) The following may help guide students in this writing task:
  - What did you do?
  - When did you do this?
  - Who else was involved?
  - Why did you behave this way?

c. Have students recall a friend or family member whom they have guilt feelings about. Develop a set of questions designed to assist students to express their feelings (see Speaking, "Developing Questions" and Resource 4: "I Feel" Statements).
  - Have students write a letter to that friend or family member expressing their feelings.

11. a. Have students read the poem "The Road Not Taken", *Your Voice and Mine 3*, page 148. Assist students to determine the significance of the title by relating the title to the feelings expressed in the poem and personal goals.

    b. Provide opportunities for students to share similar personal experiences through talk and writing.
       - Have students develop strategies that will help them select "roads" in the future.

    c. Select students to prepare and read poems from *Straight Ahead*, pages 255–258. Have students summarize and discuss the events and characters portrayed in the poems and relate them to personal goals.

    d. Have students organize themselves into pairs or small groups. Distribute poetry collections or read aloud poetry selections. Have students select a poem to practise and read to classmates.
       - Provide opportunities for students to read the selected poem into a cassette recorder, add sound effects and play back their recording to classmates.

    e. Obtain recordings of poetry (e.g., "The Highwayman", "Rhyme of the Ancient Mariner"), distribute the poems in printed form and have students read silently while listening to the recordings.

    f. Refer to Writing, "Writing Poetry" and complete various activities to enhance student enjoyment of poetry (e.g., class free verse poems).

12. Provide opportunities for students to write Cinquains based on feelings expressed and experiences shared during activities associated with selections from the student resource. (See Writing, "Writing Poetry".)

13. a. Enhance students' exploration of the challenges to be met by themselves and others. Complete activities that combine reading a novel and viewing the film adaptation (e.g., *Cowboys Don't Cry, Never Cry Wolf, Something for Joey*). Have students list the feelings and emotions experienced/expressed by the characters in the selections and relate these to personal experiences, challenges, etc. (See Resource 5; Dealing with Anger.)

    b. Have students identify and outline decision-making/problem-solving strategies used by the characters to resolve the main issue in the selection. (See Process, "A Problem-solving/ Decision-making Framework for IOP", "Critical/Creative Thinking and Inquiry Strategies", etc.)

    c. Have students use critical/creative thinking skills to develop alternative decision-making/ problem-solving strategies and examine possible outcomes of these alternative strategies. Encourage students to relate the strategies to previous, personal experiences. (See Process, "Teaching a Thinking Strategy" and "Critical/Creative Thinking and Inquiry Strategies".)

    d. Read with/to students "Never Cry Wolf", *Straight Ahead*, pages 110–112 and identify the problems and strategies used to solve the problems. Have students generate alternative strategies and predict consequences.

14. a. Read with/to students "Teach Me the Ways of the Sacred Circle", *Your Voice and Mine 3*, pages 126–134. Use this selection to encourage students to explore the effects of loyalty, cultural heritage and family on one's behaviour.

    b. Have students write letters or poems to the following characters:
       - the boy to his girlfriend/parents
       - the girl to a band member. (See Writing, "RAFTS".)

15. a. Have students read "Voices", "How to Make Friends" and "Peer Pressure: Who Rules You?", *Your Voice and Mine 3*, pages 10–18 and discuss the importance of friends.

b. Use a variety of materials from Unit 8, Relationships, *Straight Ahead*, pages 144–158 to enhance the concept of friendship.

c. Have students organize themselves into small groups and brainstorm additional hints to help one develop friendships. Provide opportunities for students to design posters or collages relating to the list of hints, characteristics of a friend and/or personal opinions about what one may look for in a friend.

d. Have students locate cartoons that relate to friendship and contribute these to a bulletin board display focusing on friendship.

e. Provide opportunities for students to draw their own cartoons individually or in pairs and post these on a bulletin board. (See Reading, "Using Comic Books and Cartoons in the Classroom".)

f. Have students write an entry in their journal in which they list personal "friendship" goals. Encourage students to use a stem such as "I can be a better friend by . . ." (See Writing, "Journal Writing" and *Straight Ahead*, "Keeping a Journal", pages 10–13.)

16. a. An individual's self-perception and goals are often influenced by family members and events. Use the following selections from *Your Voice and Mine 3* to initiate activities relating to self-discovery through the exploration of family.

- "Anointed With Oils", pages 78–85
- "Teenage Wasteland", pages 87–98
- "Guess What? I Almost Kissed My Father Goodnight", pages 100–112.

b. The selections listed above relate to personal identity. Provide opportunities for students to discover themselves by thinking about "Who am I?"

- Have students use Resources 4 and 5 to enhance self-discovery and problem-solving strategies.
- Encourage students to write a paragraph about themselves and compare this with the list of descriptors in their English portfolio from a previous activity. (See Process, "Student Portfolios".)

c. Provide opportunities for students to explore through discussion which of the characters were happy, successful, tolerant, understanding, etc.

- Have students define "success" or "happiness" in a journal entry or in a paragraph to be included in their writing portfolio. (See Writing, "Journal Writing".) Students may modify and expand their definitions throughout the year.

17. Refer to the "Ill Effects" section in *Your Voice and Mine 3*, pages 321–361 and select items and activities in keeping with students' abilities and interests.

a. Read with/to students "Crabbe" and "An Ordinary Woman", *Your Voice and Mine 3*, pages 354–355 and 345–350 and have them summarize the stories orally.

b. Have students role play a television talk-show host, a journalist or a news broadcaster, select a character from the story to interview and develop a set of questions designed to learn more about the character. Encourage students to use a variety of questions. (See Speaking, "Forming Questioning Chains" and "Developing Questions".)

- Provide opportunities for students to role play scenarios using the interview questions and the assistance of classmates who will act as characters from the story.
- Have students write paragraphs about the character they interviewed and share these with classmates by reading them or posting their edited and polished paragraphs on the bulletin board. (See Writing, "The Writing Process".)

c. Provide opportunities for students to share through small group or whole class discussion, personal experiences similar to those in the story; i.e., when they felt unhappy, hurt or excluded. (See Classroom Environments: Emotional and Physical Safety, pages 24 and 25.)

d. Read with/to students "Betrayal or Heroism", *Your Voice and Mine 3*, pages 351–352 and provide opportunities for students to examine the influence of friends, family and society on one's decision-making strategies.

18. Refer to Unit 9, Changing Roles, *Straight Ahead*, pages 170–201 and provide opportunities for students to examine male/female stereotyping, using related current media and literature; e.g., "Boys and Girls".
    - Encourage students to develop cartoons, skits, posters, portraying stereotypes and discuss the problems an individual may encounter if one is a victim of stereotypic thinking.
    - Use "Planning an Interview", page 201, and have students interview women/men in the workplace.

19. a. Consider a novel or biographical study appropriate to this theme and the interests and abilities of students. (See Other Learning Resources, pages 6–7.) Works by Alberta authors Monica Hughes and Marilyn Halvorson may be suitable. Invite authors to come to your class to talk about their writing.

    b. Select a novel/biography that has been reproduced in video or film format. Use a combination of reading and viewing activities to complete the selection. (See Viewing and Listening for related activities and background information. Viewing and listening skills are developed further in Theme C: "Media Trends".)

INTEGRATION ACROSS THE CURRICULUM

OCCUPATIONAL COURSES

- Encourage students to survey co-workers at the work site about circumstances they may have overcome in order to gain and keep employment.

- Have students obtain definitions of success from co-workers, supervisors and employers to share with classmates.

COMMUNITY PARTNERSHIPS

- Have students identify people within the community who have overcome or accepted a disability or difficult situation and who continue to contribute to society. Invite these individuals to class to discuss their situations.

- Encourage students to locate organizations and agencies throughout the community that enhance one's ability to lead satisfying lives through volunteerism:

  e.g.,
  - Crime Stoppers
  - Rural/Neighbourhood Crime Watch
  - Block Parent Association
  - church/youth groups
  - hospital volunteers.

- Have students identify community organizations or agencies that focus on assisting individuals to achieve personal goals:

  e.g.,
  - Alberta career centres
  - private employment agencies
  - public health clinics
  - family and community support services
  - community recreation centres.

Resource 1

SOCIOGRAMS

Purpose: To gather information about students to help organize them for group activities.

Teachers may allow students to select members for group activities or organize them according to the objectives/nature of the activity and/or the students.

Teachers may wish to organize students for the following reasons:

- to include students who are not readily accepted by others
- to combine strong students with weaker students
- to enhance interaction among class social groups
- to place disruptive students with less disruptive students
- to develop leadership skills.

Students may vary their selections of group members depending upon the nature of the activity.

1. Students will often select their more capable classmates, if the activity is demanding and/or required for evaluation purposes.

2. Students will often select their friends, or people with whom they wish to be friends, if the activity is less demanding and/or not required for evaluation purposes.

Teachers are encouraged to complete sociographs on several occasions throughout the year in order to examine classroom dynamics and reorganize groups when appropriate.

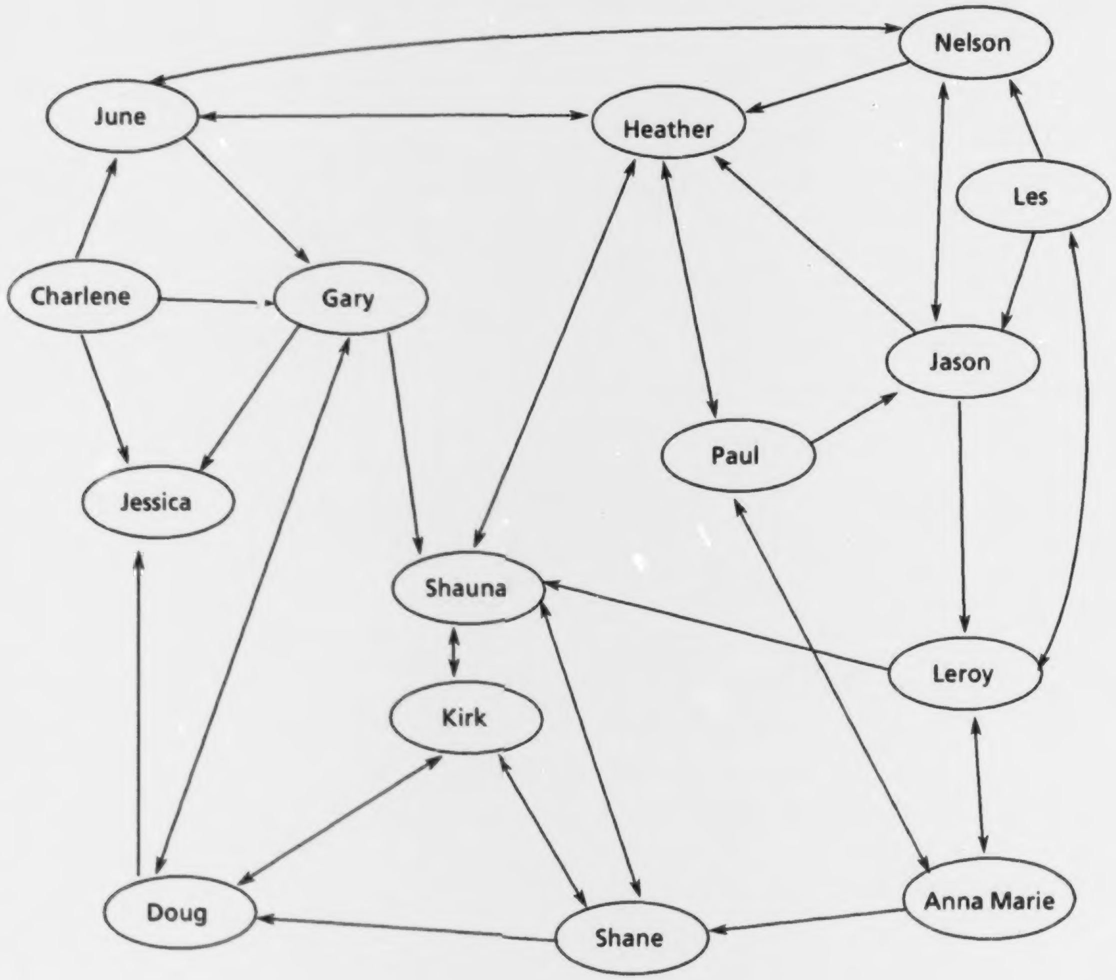
Two types of sociographs are useful to teachers and may be completed by asking students the following questions and having students select classmates in response to each question.

1. With whom would you like to work?

2. With whom would you like to work when completing a task that requires extensive work and/or that will be evaluated?

Ask the first question listed above and have students name three or four students. A week or more later, ask the second question and have students name three or four students. Responses and the resulting sociographs should remain confidential.

The following diagram illustrates a sociograph in which each student selected three classmates. Arrows indicate the direction of the selection (e.g., June → Gary, indicates that June wants to work with Gary). A double arrow indicates that both students selected each other (i.e., June ⟷ Gary indicates that June wants to work with Gary, and Gary wants to work with June).


Nelson
June
Heather
Les
Charlene
Gary
Jason
Paul
Jessica
Shauna
Leroy
Kirk
Anna Marie
Doug
Shane

Observations

- Charlene is an isolate; i.e., no one selected her. It would be important to place Charlene in a group with one or two of the most receptive people she selected (Jessica, Gary or June).
- Shauna, Kirk and Shane selected each other indicating a close bond. This bond could be a positive or negative force during group activities.
- Five people selected Shauna and Heather which may indicate that these students are leaders, popular, academically strong, etc.
- Anna Marie has selected all boys, which may or may not result in problems.
- Jessica did not take part in the activity and should be provided with the opportunity to select classmates.

Resource 2: *Applied Communication Series*

Module 6: PARTICIPATING IN GROUPS

Purpose: **To enhance students' abilities to:**

- **participate effectively in groups as members and leaders**
- **observe and analyze group interaction**
- **self-evaluate in group situations**
- **identify and use group processes to achieve consensus or compromise.**

INTRODUCTORY ACTIVITIES

1. Have students identify groups they have observed in the workplace, community, school, etc. For example, a group of mechanics, a group of recreation volunteers, the school library staff. Ask students questions designed to focus on group behaviour, such as:

   - Did the group appear to work well together?
   - If so, what enabled them to work together?
   - If not, what may have prevented them from working well together?

   Encourage students to provide specific examples when answering the questions.

2. a. Have students think about the questions on the following chart when viewing the introductory video program.

   b. View the first video program Module 6: "Participating in Groups: An Introduction" (20 min.).

   c. Provide opportunities for students to complete the chart by answering the questions and giving specific examples from the video.

Question	Example
• Will an event that happens to one group member affect the other members?	Keith's interest in fixing things made it difficult for others to move around the kitchen. Gaylon's carelessness caused others to stop their work and pick up after her.
• Is it important for all members to understand and be committed to the group's goal?	If each member of a group takes responsibility for doing his or her part, shares feelings politely, respects and listens to the feelings and opinions of others and encourages others to share, the group is more likely to succeed.

Question	Example
• Do several people share leadership roles?	Brendon opened the meeting and recognized the contribution of members. Annie and Jenny shared. Chaz helped monitor the group by stating: "We need to talk about this."

LEARNING ACTIVITIES

1. Provide opportunities for students to discuss the formal/informal groups to which they belong both within and outside of the school.
   - Have students discuss or write a journal entry or paragraph about the benefits of being a member of a group.
   - Have students list participation and communication skills needed to be an effective group member; e.g.,
     - helps the group identify and focus on an appropriate goal
     - expresses ideas and feelings without fear of rejection
     - expresses acceptance and support of other members and their ideas
     - encourages the discussion of alternative ideas
     - is willing to compromise to reach a working agreement
     - encourages all members to express their ideas and opinions
     - expresses concern and friendship for other members of the group
     - attends group meetings, arrives on time, and participates in a friendly, cooperative way.

2. Provide opportunities for students to develop group participation skills, observe the behaviour of others, peer and self-evaluate, etc. Have students organize themselves into groups of four to six members and suggest topics/situations for discussion.

   e.g., A: Doug is a member of a construction crew. At the beginning of each day, he volunteers for tasks that can be completed alone and he seldom takes part in group discussions during coffee breaks. Some members of the crew are beginning to ignore him. As a member of the group, how could you help Doug become part of the team?

   B: Maggie is a hardworking and assertive person. She is one of a group of five people who do the word processing for a large insurance agency. When work is assigned at the beginning of the week, Maggie organizes everyone's workload. She is currently planning a vacation schedule for the entire group. The members of the group are glad to have her organize the workload but feel Maggie is becoming too domineering. When others offer suggestions, Maggie sometimes ignores them. As a result some members of the group no longer participate. As a member of the group, what would you recommend that the group do?

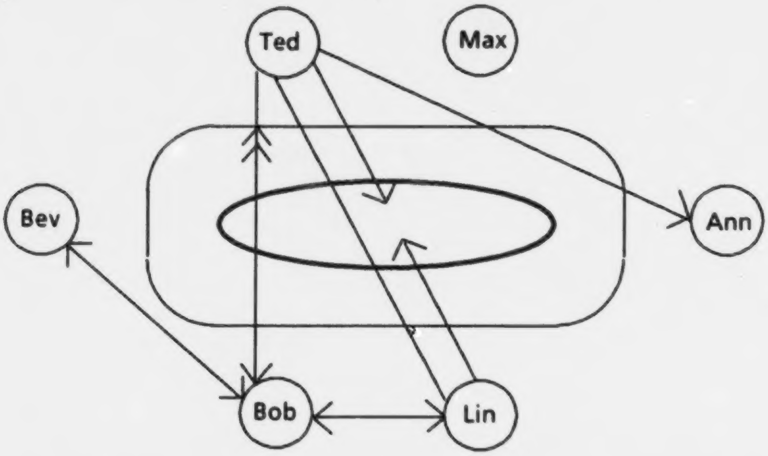
   C: David, a new employee, has just joined the food service staff of a small catering firm. He rarely talks and doesn't seem very enthusiastic. Lately, other members of the group are beginning to feel uncomfortable around him and find that working with him is difficult. As a member of the group interested in teamwork, what would you do?

   a. Distribute "Rate Yourself" form, page 56, and have students complete a self-appraisal.

b. Videotape the group activity and distribute "Observing Group Participation Skills", page 57. Assign each student a classmate to observe. View the videotape and have students complete the forms.

- Have students hand in the forms to the teacher and use the observations to coach students about group participation skills. (Focus on positive behaviours.)
- Distribute "Observing Group Communication Patterns", page 58, and have students record the communication patterns for several minutes while viewing the *Applied Communication* videotape or the class videotape.

  e.g.,



- The direction of the arrows indicates whether the message was sent and received.
- Lines connecting individuals to the centre of the table indicate messages to the entire group.

c. Distribute "Observing Team-building Skills", page 59, to students. Complete and discuss the activity.

d. Provide opportunities for students to develop leadership skills.

- Have students brainstorm a list of skills needed to be an effective group leader.
- View the video "Participating in Groups: Introduction", and have students list the leadership skills used by Brendon.
- Distribute "Leadership Skills: Self-evaluation", page 60, and have students complete the form following a group activity.

Use the following guidelines to enhance student leadership development. If a student's score on the self-evaluation is:

less than 12	– encourage the student to review the lesson and concentrate on using leadership skills when working with a group
13 to 32	– encourage the student to practise using leadership skills in a variety of settings
32 to 40	– the student is using leadership skills effectively.

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CLOSING ACTIVITIES

1. View Module 6: "Participating in Groups: Summary", and provide opportunities for students to identify and discuss group participation and leadership skills presented in the scenario.
2. Distribute "Work Group Observation Form", page 61, to students. Assign each student a group member and three specific behaviours to record. Complete the activity and discuss the outcomes.
    - Have students complete the form, using a variety of group participation situations in the school, at home, at the workplace and in the community.

EVALUATION

1. Have students hand in specific forms for teacher perusal or formal marking.
2. Have students in small groups present a dramatization of an effective group activity. Evaluate students' portrayals, and thus, their understanding of group participation and leadership skills.
3. Provide opportunities for students to write paragraphs or journal entries about group participation experiences.

FOLLOW-UP

1. Distribute the forms contained within this section and have students complete peer and self-evaluations on several occasions throughout the term.
2. Have students share personal group participation experiences throughout the term.

Name: ______________________________ **Date:** ______________

RATE YOURSELF

Think about your participation in the group. Consider each of the skills you used as a member of the group and put a check mark (✓) in front of those skills you believe you are fairly good at, and put a plus (+) in front of those skills you would like to improve. Select one or two skills to work on the next time you work in a group.

______ I helped the group identify and clarify our goal.

______ I contributed information.

______ I encouraged and supported other members.

______ I worked for agreement.

______ I monitored my behaviour in the group.

______ I helped keep the group on track.

______ I used friendly verbal and non-verbal communication.

______ I showed members they can count on me to do my share.

______ I based my contributions or suggestions on my experience or information.

______ I tried to be enthusiastic.

______ I demonstrated by my verbal and non-verbal communication that I want to participate in the group and understand what others are saying.

List group participation skills that you observed other students using.

Name: ______________________ Date: ____________

OBSERVING GROUP PARTICIPATION SKILLS

Read each statement and decide which description(s) best fits the person you observed. More than one description may apply.

1. When the group was sharing information, the person I observed
   - ______ sat quietly and did not participate.
   - ______ offered ideas.
   - ______ expressed opinions unrelated to the topic being discussed.
   - ______ agreed with the ideas of others.

2. When the group was sharing information, the person I observed
   - ______ showed little interest in what the others in the group had to say.
   - ______ talked privately to another member of the group rather than listening to the group.
   - ______ gave people time to respond to an idea or suggestion.
   - ______ worked toward a decision and was willing to compromise to reach it.

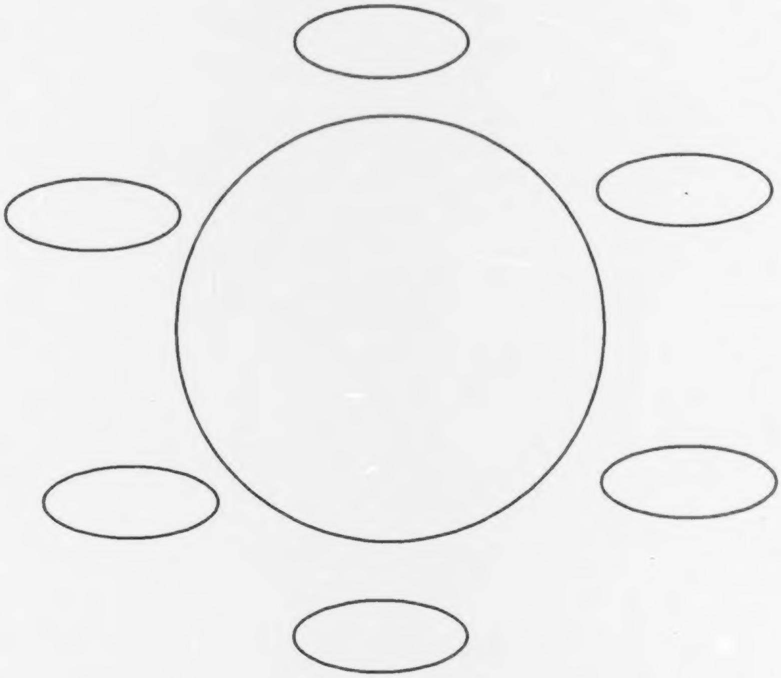
3. When the group was involved in discussion, the person I observed
   - ______ looked at the other members of the group when speaking and listening.
   - ______ spoke clearly and completely.
   - ______ showed by non-verbal behaviour that he or she was interested in the discussion.
   - ______ allowed others to finish speaking before offering ideas to the group.

4. When the group was making a decision, the person I observed
   - ______ waited to be told what to do and then did it.
   - ______ asked questions to clarify ideas.
   - ______ clarified ideas when others seemed confused.
   - ______ regularly interrupted members of the group.

Name: ______________________________ Date: ______________

OBSERVING GROUP COMMUNICATION PATTERNS

Directions: Record the communication patterns for several minutes during the program. Remember, the direction of the arrows indicate whether the message was sent or received. Lines connecting individuals to the centre of the table show messages to the entire group.



Name: ______________________________ Date: ________________

OBSERVING TEAM-BUILDING SKILLS

People who are part of a team must communicate effectively. This form is designed to help you observe how effectively members of your group interacted. Put each member's initials at the top of a column as you observe. Make a hatch mark (/) each time you see an example of the skills or problems described in each line of the form. When you report your observations to the group, try to describe group interaction patterns without mentioning any names.

Group:	Members			
Task-related Skills				
Introduces ideas				
Seeks or clarifies information				
Gives information				
Expands and summarizes				
Evaluates, tests ideas				
People-oriented Skills				
Encourages, supports participation				
Helps settle disagreements				
Keeps group on task				
Compromises				
Tests agreement				
Problems				
Shows disinterest				
Tries to dominate, control				
Withdraws from the group				
Distracting behaviour, clowning				

Name: ______________________ Date: ____________

LEADERSHIP SKILLS: SELF-EVALUATION

Directions: Use the following checklist to rate your use of leadership skills. Write a number from 1–5 on the blank provided to indicate how often you use that leadership skill.

5 – always, 4 – often, 3 – occasionally, 2 – seldom, 1 – never

_____ I listen actively, watch non-verbal behaviour and help the members of my group understand what others have to say.

_____ I encourage group members to work hard by being interested and enthusiastic.

_____ In a friendly way, I encourage others to participate and offer their ideas.

_____ I help the group stay on track by calling attention to the tasks that need to be done and by enlisting members to complete the tasks.

_____ I pay attention to how the group is working and offer suggestions on how we can work together better.

_____ I provide facts, information and opinions that will help the group complete its work.

_____ When disagreements occur, I encourage open discussion rather than ignoring the conflict.

_____ When the group cannot agree on a course of action, I propose alternatives that build on ideas already suggested.

Complete the following with the help of the teacher or a classmate.

My total score is: ____________

My strengths are: ______________________________

____

I will try to improve: ______________________________

____

Name: ______________________________ Date: ______________

WORK GROUP OBSERVATION FORM

As you watch the summary video, observe the person and the type of interaction you were assigned. Make a hatch mark (/) in the column under your assigned person's name each time that person uses the specific behaviour. After you complete your observation of the work group in the video, be prepared to discuss how often and how well the person used the skills you observed.

Type of Interaction:	Members					
Group Participation Skills	Jenny	Annie	Gaylon	Chaz	Brendan	Keith
Contributes						
Clarifies						
Compromises						
Summarizes						
Initiates						
Leadership Skills						
Is problem oriented						
Judges intent of message						
Seeks participation of others						
Monitors group interaction						
Keeps controversy constructive						
Team-building Skills						
Evaluates						
Proposes new ideas						
Establishes trust and harmony						
Summarizes ideas of others						
Cooperates						
Encourages others						
Problems						

Resource 3: *Applied Communication Series*

Module 3: USING PROBLEM-SOLVING STRATEGIES

Purpose: To enhance students' abilities to:

- **recognize and describe work-related problems**
- **identify the characteristics of effective problem solving**
- **use a problem-solving approach to work-related tasks**
- **use effective communication skills to solve problems.**

INTRODUCTORY ACTIVITIES

1. a. Organize students into small groups and provide a problem for students to resolve, such as the following.

   You drive an express delivery truck for Grant's Pass Containers, Inc. One day while driving through a small town, you become stuck beneath an underpass. Although you had checked the clearances before starting the deliveries, the actual clearance was 5 cm shorter than indicated on your route sheet. There is a filling station and garage a short distance down the road. However, since you are about to reach the 24-hour maximum time limit in which your company promises delivery, you have only 5 to 10 minutes to solve the problem? What do you do?

   b. Have students:

   - discuss their resolution
   - identify the problem-solving strategies used by the group. (See Process, "A Problem-solving/Decision-making Framework for IOP", "Critical/Creative Thinking and Inquiry Strategies", etc.)

2. Use the following to help students distinguish trial and error from systematic problem solving.

   Trial and error is a key strategy for problems that do not involve risk to people, equipment or large sums of money. Trial and error is simply trying different solutions to see if they work; it is trying out a reasonable guess.

   Extended systematic problem solving occurs when workers break a problem into parts and gather evidence before acting on a solution. Extended problem solving is a key approach for large problems involving many departments or offices or when people, equipment and capital are at risk.

3. a. Introduce students to the videotape Module 3: "Using Problem-solving Strategies", and providing the following information:

"In the video program you will see two agricultural workers at an automated dairy farm faced with a problem. A report shows that one cow, Daisy, did not receive her allotted grain. Watch as one of the employees uses a trial and error approach in her attempts to solve the problem. Then notice how both workers use extended, systematic problem solving to solve the same problem. Try to identify what the workers do and the communication skills they need in order to be successful."

Be prepared to discuss the following at the end of the program:

- How are trial and error and systematic problem solving alike? How are they different?
- What might have happened had Karen continued to use the trial and error approach?
- Why were the workers more successful using a systematic approach to the problem?
- What communication skills did the workers need?

b. View the videotape and discuss the questions with students.

4. Distribute "Rate Yourself as a Problem Solver", page 64, to students and have them complete the activity. Have students refer to the checklist on several occasions throughout the term to reinforce personal problem-solving behaviour.

LEARNING ACTIVITIES

Use the **simulation** on pages 65–70, to develop the learning objectives of the program. The simulation and related activities should be scheduled for a minimum of four classes.

1. Have students organize themselves into groups of four or five members and distribute a role card to each member (see page 65). Groups will remain the same throughout this simulation.
2. Distribute "Simulation: Problem and Information", to each group to read and complete.
3. Discuss how students complete each activity sheet and relate the discussion to their abilities and interests.

SUMMARIZING ACTIVITIES

Provide opportunities for students to view Module 3: "Using Problem-solving Strategies: Summary" and review effective strategies.

EVALUATION

Evaluate student group work and use of problem-solving strategies through observation and students' work.

Module 3

Name: ______________________________ Date: ______________

RATE YOURSELF AS A PROBLEM SOLVER

How systematic are you when you must solve a problem? Use this checklist to rate your problem-solving skills. Read each sentence. Put a check mark (✓) in the column that best describes how often you do what each sentence says.

Select two or three skills to improve upon during this unit.

Problem-solving Skills	Always	Some-times	Rarely	Never	Unsure
1. I try to find out as much as I can about a problem before trying to solve it.					
2. To get information, I talk to others who may be familiar with a problem.					
3. I recall a similar past experience and the problem-solving strategies I used.					
4. I consult printed or visual resources such as trade journals and troubleshooting guides when trying to solve a problem.					
5. I list several solutions to a problem before choosing one.					
6. I consider the consequences of alternative solutions.					
7. I try to judge how well a solution is suited to a problem before trying it.					
8. I consider safety precautions and warnings when solving a problem.					
9. I conduct a test or dry run of a solution before carrying it out.					
10. When recommending a solution, I describe the problem, a solution and its advantages and disadvantages.					

SIMULATION: GRANT'S PASS CAFETERIA
ROLE CARDS

ROLE CARD #1: BEN

Ben is the daytime supervisor of the cafeteria.

ROLE CARD #2: MARCIE

Marcie is the cashier at the cafeteria and works from 7:00 a.m. to 2:30 p.m.

ROLE CARD #3: PAUL

Paul is the cook at the cafeteria and works from 6:00 a.m. to 2:00 p.m.

ROLE CARD #4: KERI

Keri is a server and works from 10:30 a.m. to 1:00 p.m.

ROLE CARD #5: JASON

Jason is a server and works from 11:30 a.m. to 2:00 p.m.

SIMULATION: PROBLEM AND INFORMATION

Lunch is served at Grant's Pass Cafeteria during the employees' lunch break from 11:30 to 12:00. During the last month, the supervisor, Ben, has noticed that the number of noontime meals served has increased by 25 per cent. But he also noticed that the cafeteria line is now long and moves slowly. Some customers leave without being served. After investigating the problem, Ben learned that the number of customers increased when a new lunch menu was offered. The members of the cafeteria staff are doing their best to take care of the increased number of customers.

State the problem.

____

____

Complete the chart in your groups, and be prepared to discuss your responses.

Information Needed	Known	Unknown	Resources to Check
Personnel **Who** are people involved in the problem?			
Method **When** does the problem occur? **How** are things done?			
Equipment **What** machines, tools, etc., are used?			
Materials **What** materials are used? **Where** are they obtained?			
Other Other types of information may be needed.			

Read the notes on your chart and then in the space below write three key questions which must be answered before you can solve the problem.

1. ____
   ____

2. ____
   ____

3. ____
   ____

Gather information to answer the key questions. Determine a method of gathering information and complete the following.

Viewing: If you plan to gather information by observation, list one or two key questions you expect to have answered and who or what you would observe.

Asking: If you plan to interview people to gather the facts, tell who you will interview and list one key question you will ask.

Reading: If you plan to read about the problem in a manual, handbook or trade publication, write one or two key questions that will guide your reading.

Testing: If you plan to experiment to gather information, write two or three sentences describing what you will do and what you will expect to learn.

Describe, in writing, the problem, and tell why it is important. Then state two possible solutions to the cafeteria problem. Be sure to include enough information so that others will know what must be done to solve the problem. State which method you used to identify the solutions.

Module 3

SIMULATION: IDENTIFYING AND SELECTING SOLUTIONS

Complete the following and prepare to discuss your responses.

IDENTIFYING SOLUTIONS

You can check how well you identify possible solutions. Read and answer the following checklist. Write **A** (always), **S** (sometimes), or **N** (never) on the line to describe how to identify solutions.

______ 1. Do you use brainstorming to identify solutions to a problem?

______ 2. When brainstorming, do you share all your ideas?

______ 3. Do you listen and encourage other members of the group to participate by accepting all ideas?

______ 4. Do you use the technique of blockbusting to identify solutions?

______ 5. Do you analyze the problem and relate it to your own experience?

______ 6. Do you outline larger problems in order to break them into smaller parts?

______ 7. Do you describe a solution in enough detail to be able to choose and test it?

______ 8. Do you work cooperatively in a group to reach a common goal?

______ 9. Do you work for agreement by adjusting your ideas to build on the ideas of others?

SELECTING SOLUTIONS

Careful thought is needed to select one solution. Read and answer the following checklist. Write **A** (always), **S** (sometimes), or **N** (never) on the line to describe how you select a solution.

______ 1. When choosing a probable solution, do you first review a statement of the problem?

______ 2. When selecting one solution, do you compare the factors causing the problem with the possible solution?

______ 3. When choosing a probable solution, do you consider the possible costs (money, time, personnel, safety)?

______ 4. When choosing a probable solution, do you consider how dependable the sources of the recommendation are?

______ 5. Do you consider how easy or difficult it will be to act on the solution?

______ 6. Do you review the advantages and disadvantages of a solution before selecting it?

______ 7. Do you work for agreement among the members of a work group when selecting a solution?

Which Solution Is Best?

To decide which solution is most likely to solve a problem, compare and judge your ideas by asking yourself how well the solution fits the problem, what is important to the company (company goals), what is important to the management and what is important to you.

First, compare the elements causing the problem with the solution to see how well the solution fits. Judge how completely a possible solution eliminates the cause or causes of the problem. For example, a problem in the service department may be caused by a temporary shortage of staff. One solution (hire additional workers) eliminates the cause of the problem.

Next, consider what the solution may cost. An expensive solution to a small problem may not be the best choice. Hiring new staff would increase the payroll but might also lead to the purchase of additional equipment. A better solution might be to increase workers' hours.

Finally, think about how easy the solution will be to put into effect and whether any needed materials or resources can be obtained. For example, extended hours would allow present staff to take care of the demand without increasing costs significantly.

Use the chart to summarize the advantages and disadvantages of the solutions you have selected.

Solution	Features	Advantages/Disadvantages

Choose the solution that most completely removes the cause of the problem, is reasonable in cost and is not too difficult to put into effect.

Selecting a Solution

Review the following statement. It includes the most important features of the problem at the cafeteria.

> *We are losing customers because we cannot serve all the customers now requesting service during lunch period from 11:30 to 12:00.*

Read this list of possible solutions to the problem. Select one or provide one of your own.

Possible solutions:

- Extend or stagger lunch periods.
- Hire more staff.
- Limit the number of customers.
- Other ____.

Have one member of the group write a description of the solution the group would recommend. Tell how or why the solution eliminates the cause or causes of the problem and state its advantages and disadvantages.

Be sure to include enough information so that others will know what must be done to solve the problem. (Use who, what, when, where, why and how to organize the description.) Tell what is to be done, what are the benefits and why it is important.

EVALUATING SOLUTIONS

Before acting on a solution, decide what the signs of success will be. Indicate how you will decide whether the solution works. Ask yourself: how good is good enough? Compare the results of the test to company goals. Ask whether the solution is more economical, faster or easier than the others. If the solution works, prepare a plan for putting the solution in place.

Solutions are evaluated using the following criteria:

- What is important to me?
- What is important to my supervisor, my client or my co-worker?
- What is important to the company?
- What is important to the industry?

Read the following description of one solution to the cafeteria problem. Look for the most important features of the problem. (Check who, what, when, where, why and how.)

> *The increased demand for service during the lunch hour cannot be met with our present staff. In order to avoid losing customers, I recommend that we hire one additional cook and two servers to work from 10:00 a.m. to 2:00 p.m. each day. At this time, no additional equipment will be needed.*

Tell how you would evaluate the solution. Make a list of evaluation criteria.

Brainstorm a list of strategies to be considered, if the evaluation shows that the solution did not work.

Prepare a written report to the manager of the cafeteria outlining a recommendation designed to resolve the problem. Describe the problem, tell how it was investigated and recommend a solution.

Have one group member prepare and deliver an oral report to "management" (members of the class).

Resource 4

"I FEEL" STATEMENTS

Purpose: To express ourselves clearly and positively.

People may become angry and resentful, and take their anger out on others or themselves. A more appropriate method of dealing with anger and frustration is by expressing our feelings directly to the person/people involved, using "I feel . . ." statements.

e.g., Your best friend interrupts constantly when you are talking.
You let your anger build, and you shout, "You jerk! Stop being so rude."

Using an "I feel . . ." statement, your response may be, "When you interrupted me, I felt hurt because I had something important to say and you were not listening."

"I FEEL . . ." STATEMENT FORMULA

- State the problem behaviour: "When you . . ."
- Express your feelings: "I feel . . ."
- State a reason for your feelings: "Because . . ."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel . . ." statements for each.

Situation	"I feel . . ." statements
A.	State problem behaviour: ________ Express feelings: ________ State reasons: ________
B.	State problem behaviour: ________ Express feelings: ________ State reasons: ________
C.	State problem behaviour: ________ Express feelings: ________ State reasons: ________
D.	State problem behaviour: ________ Express feelings: ________ State reasons: ________
E.	State problem behaviour: ________ Express feelings: ________ State reasons: ________

Resource 5

DEALING WITH ANGER

Instructions: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of Anger/Frustration	Ways I Have Dealt with Anger/Frustration	More Appropriate Strategies

Anger is often an outcome of conflict situations. Read the following conflict resolution strategies and be prepared to provide appropriate examples of each.

COMPETITION	– Forcing the issue, arguing the issue, pulling rank.
COLLABORATION	– Assertive problem solving, confronting disagreements, exchanging and/or accepting ideas.
COMPROMISE	– Exchanging ideas, making concessions, bargaining.
AVOIDANCE	– Ignoring others, passing the buck, delaying action, waiting for problem to solve itself.
ACCOMMODATION	– Conceding position, taking pity.

Discuss dealing with anger and conflict situations with your peers and/or family members, and list techniques you might use in future situations.

THEME B: DIMENSIONS

OVERVIEW

This thematic unit provides opportunities for students to discover, understand and deal with the many dimensions of life. Interaction among one's physical, emotional and intellectual self; the family, workplace and community; and the global community is addressed in "Dimensions".

One purpose of the initial thematic unit in this TRM is to identify students' needs. This second theme is designed to provide a variety of contexts and activities to enhance students' abilities based on needs identified in the initial thematic unit.

Students will gather, organize, synthesize, analyze and evaluate information, information sources, ideas and feelings. Students will also use formal writing and speaking skills to convey information and express ideas and feelings. Contexts should relate to students' surroundings, the role of their surroundings in influencing personal behaviour, self-concept, feelings, thoughts and ideas, and controversial current issues.

"Dimensions" is an extension of *English 36 Program of Studies/Curriculum Guide*, B: Communicating With Others. In keeping with students' needs, teachers may find it appropriate to integrate this thematic unit with Theme D: "World of Work: Towards Tomorrow".

ATTITUDE OBJECTIVES

Students will be expected to demonstrate positive attitudes toward:

- the welfare and rights of others, and the ability to be tolerant and accepting of the opinions of others.
- taking risks and asking questions to clarify, review and increase knowledge
- using strategies required to ask and answer questions appropriately
- developing self-confidence that allows one to ask and answer questions and offer personal opinions in a variety of situations
- expressing feelings and ideas according to the circumstances
- developing skills required to gather, organize and report information

THEMATIC OBJECTIVES

Theme B: "Dimensions" will enable students to:

- monitor, evaluate and develop interpersonal communication skills
- gather, organize and report information in written, oral or multimedia form
- express ideas and feelings through talking and writing
- evaluate and adjust personal goals in keeping with information, ideas and feelings generated in this unit
- reinforce and evaluate study skills
- recognize the influence that individuals have on their environment and the environment has on individuals.

STRANDS OF LANGUAGE

The following language strands, and related concepts, skills and attitudes are highlighted within this thematic unit.

Reading

Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.

- identify the purpose for reading, listening and viewing, and extract information based on that purpose
- identify purpose for reading, and select and synthesize relevant ideas
- locate information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods
- use technical publications, trade journals, advanced instruction books and other reference material
- assess and evaluate information in terms of projected use.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

- increase both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognize that comprehension must not be sacrificed for the sake of speed
- expand strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance
- vary reading rate depending on purpose and material, and use reading rate appropriate to the purpose and complexity of the material
- demonstrate increased ability to skim and scan for required information
- identify and use appropriate methods of reading for studying and other purposes.

Listening

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.

- recognize the speaker's attitude, tone and bias
- distinguish between emotional appeal and reasoned argument.

Concept: Listening to obtain information involves attentive, open-minded reception of the message presented.

- recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques
- use effective listening techniques, such as mentally reviewing major points of the message
- listen actively for the speaker's theme, main ideas and supporting details and organize and review these in his or her mind when listening
- seek clarification of information not understood, or expansion of ideas superficially developed.

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Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented.

- distinguish between fact and opinion, and use critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side
- identify persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice
- detect fallacies in the speaker's argument, such as hasty generalizations or false analogies
- identify the functions and intentions of the speaker and differentiate between the content of the address and the performance of the speaker
- analyze a variety of presentations to identify the persuasive techniques used
- assess the performance of the speaker and the content of the address
- evaluate the source of information.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- clarify and extend thinking by expressing thoughts orally
- express thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- increase personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory
- display increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely
- use effectively voice production factors, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest.

Concept: The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.

- make a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion
- discuss factors that impair group discussion, such as individuals focusing on personal needs, and become familiar with the role of group leader
- demonstrate increased facility in functioning as a group member and as a group leader
- summarize the main points and conclusions.

Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

- express thoughts and feelings, explore ideas, and seek information through talk appropriate to the purpose, audience and setting
- use questions to clarify and expand understanding, and monitor personal questioning strategies
- listen carefully to a question to capture its meaning, identify the purpose of the question and respond accordingly
- demonstrate increased facility with explanatory and persuasive speaking in a variety of situations
- enhance some presentations, using diagrams, charts, graphs and demonstrations
- develop a topic adequately, arrange ideas in appropriate order, and finish with a concluding statement
- understand and observe the rules and procedures that govern a business meeting.

Writing

Concept: Appropriate prewriting strategies can help a writer discover and express meaning.

- apply appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing
- use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations
- identify purpose and audience, and direct writing and speaking to that audience
- identify a topic with some assistance from teacher suggestions, and select appropriate supporting material from ideas generated through prewriting activities
- establish an appropriately limited subject for writing, and identify suitable material from that which has been generated in prewriting activities
- use the appropriate prewriting activities in fulfilling individual intention
- plan compositions with teacher and peer assistance, and allow for discovery of meaning when writing.

Concept: Appropriate organization and development of meaning are essential qualities of written compositions.

- write an introduction that engages the interest and focuses the attention of the reader
- use methods of development suitable for a particular purpose and audience
- demonstrate the ability to organize thoughts coherently
- write a conclusion that follows the train of thought established.

Concept: Effective revision involves careful evaluation of ideas and a further shaping of the composition.

- review assignments and compositions carefully to assure that all instructions have been followed
- follow written, visual and verbal instructions precisely and in sequence, and monitor and review behaviour carefully to assure that all instructions have been followed
- identify those ideas that have not been adequately developed, and improve the expression of those thoughts
- revise word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience
- examine composition for faulty mechanics, unity, coherence, emphasis and proportion
- produce a revised version, carefully proofread, with a suitable title, footnotes and bibliography, where appropriate
- apply evaluation strategies to the appraisal performances of self and others when revising, writing and speaking
- recognize the role of modern technology, such as computers, and word processing programs in the writing process.

Concept: A writer's ideas and experiences can be presented through various modes of discourse.

- use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing
- share thoughts and feelings with other people through shaped and polished writing
- use clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view.

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

- write clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone
- prepare a résumé and covering letter for a specific application
- write for a specific purpose and audience, an acceptable report that includes appropriate material located through research.

LEARNING RESOURCES

- Selections from the basic student resources, *Your Voice and Mine 3* and *Straight Ahead,* are suggested to enhance development of the the learner expectations.
- *English 36 Program of Studies/Curriculum Guide*, specifically B: Communicating with Others, contains suggestions regarding resources, teaching strategies, student activities, curricular integration and community partnerships.
- Teachers are encouraged to provide a variety of urban, rural, provincial and national newspapers and magazines to enhance student development.
- The following videotapes from the Agency for Instructional Technology (AIT), *Applied Communication* series (see page 8) will assist teachers to evaluate student performance and develop the learning objectives.

Module	Title
9	Presenting Your Point of View
12	Communicating to Solve Interpersonal Conflicts
2	Gathering and Using Information in the Workplace

The learning resources listed below have been identified as potentially useful for English 36. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Many of the audio-visual resources listed below are available through learning resource centres. (Refer to pages 5–6.)

PRINT RESOURCES

Teachers are encouraged to provide a variety of reading materials containing current community/ global issues such as local, rural/urban, provincial and national newspapers. The following may also be suitable:

Journals/Pamphlets
Alberta Report
Canada and the World
Canadian Geographic
Canadian Consumer
Maclean's
National Geographic
News for You
Reader's Digest
Scholastic Voice

NON-PRINT RESOURCES

If You Love This Planet, NFB.
Human Rights, Human Wrongs, NFB.

Note: *Teachers are encouraged to use a variety of strategies to assist students who may find some of the reading selections fairly difficult. Strategies to help students may include:*

- *schedule members of the class to read selections into a tape recorder and provide opportunities for students to use headphones and listen to the audio while reading silently in a learning centre setting*

- *encourage students to adjust reading rate, reread sections, go on, discuss with peers, question peers/teachers and use context clues to determine meaning*
- *ask for students to volunteer to read orally in class, rather than selecting students at random (see Theme A, page 42)*
- *assign students specific selections or paragraphs, and provide opportunities for students to prepare for reading orally*
- *organize students into pairs or small groups to read selections orally.*

SUGGESTED ACTIVITIES

In keeping with identified needs, teachers are encouraged to develop students' abilities throughout this thematic unit using a variety of materials. Specific selections from the basic resources and items from the strands/process section of this document are referenced in the suggested activities.

Sections from the basic resource may enhance students' formal writing and speaking skills. Teachers are encouraged to peruse and use the following when planning for instruction:

- *Your Voice and Mine 3*, Student Handbook, pages 199–228.
- *Straight Ahead*, Unit 13, The Writing Process, pages 261–272.
  Unit 15, Independent Study: The Report, pages 281–292.
  Unit 18, Language Study, pages 325–336.
  Unit 19, Talk it Over, pages 337–344.
  Unit 20, Learning Skills, pages 345–361.

1. Inform students that throughout this thematic unit, they will:
   - use literature and media to learn more about themselves, their influence on the community and the influence of the community on their growth and development
   - develop skills in locating, gathering, organizing and reporting information
   - express their ideas and feelings in oral and written form
   - work together in small groups to achieve common goals.
   - Teachers may find the following items useful when students are involved in group activities: Process, "Cooperative Learning"; and Speaking, "Peer Feedback", "Instruction In and About Small Group Discussions" and "Sending 'I' Messages".

2. Provide opportunities for students to:
   - examine their present studying habits
   - enhance their current studying habits
   - develop and apply additional studying skills and strategies.

   a. Refer to Process, "Time Management" and complete the activities. Encourage students to develop a weekly studying schedule, and assess its effectiveness on a regular basis throughout the term.

   b. Distribute copies of Process, "An Inventory of Study Skills" and have students place a check mark beside the skills that they are presently applying. Have students include these lists in their folders and use them to monitor their studying performance during the term.

   c. Distribute copies of Process, "Student Evaluation Record" and have students add to the chart throughout this thematic unit.

   d. Encourage students to inform the teacher of upcoming quizzes and tests. Use a variety of resources in the Process section to enhance student test-taking abilities, including:
      - "SCORER: Test-taking Strategy"
      - "SQ3R Strategy"

  - "PARS Technique"
  - "Multipass: A Study–Read Strategy"
  - "Directed Reading/Thinking Activity (DRTA Procedure)".
- Prior to each examination, encourage students to ask questions designed to clarify the content, expectations, etc., such as: "What material will be covered?" "What will be emphasized?" "What kinds of questions will be asked—short answer, true–false, labelling diagrams?" (See Speaking, "Developing Questions" and "Forming Questioning Chains".)
- Have students contribute to a file of examinations from other subject areas, to be used as the basis for enhancing test-taking strategies. Strategies to be emphasized include:
  - scanning the entire exam, identifying sections that can be easily and quickly completed and completing these first; e.g., labelling a familiar diagram
  - interpreting multiple choice items by reading each question carefully to ensure complete comprehension, especially if the lead is negative (e.g., A police officer cannot arrest a person if he or she . . .). Encourage students to:
    - attempt all the "known" questions first
    - eliminate the obviously incorrect responses
    - go on to the next question once a decision has been made
    - check to see if there is a penalty for guessing.
- Encourage students to learn to gauge their time in a test situation, use their time wisely and recheck answers.

3. Provide opportunities for students to organize their notebooks and their writing/recording portfolios for this thematic unit.

4. a. Provide opportunities for students to apply critical/creative thinking skills and problem-solving/decision-making strategies to organize the classroom for this thematic unit:

   e.g.,
   - bulletin board displays
   - resource centre location and focus
   - computer schedule
   - desk arrangements
   - community partnership activities.

   b. Have students organize themselves into small groups and evaluate classroom rules and procedures. (See Process, "Critical/Creative Thinking and Inquiry Strategies" and Unit 14, Group Interaction, *Straight Ahead*, pages 273–280.)
   - Provide opportunities for students to support or offer changes about classroom rules and procedures and make decisions, using an appropriate model. (See Theme A, Resource 5: Dealing with Anger.)

5. Conference with IOP teachers in other courses to determine current and upcoming activities that include applications of formal reporting strategies. Conferencing will ensure the enhancement and reinforcement of strategies and topics, and consistency in teacher expectations.
   - Refer to Unit 19, Talk it Over, *Straight Ahead*, pages 337–344 and encourage students to appropriately express what is on their minds regarding current community issues.

6. Enhance students' understanding of themselves by administering programs/instruments designed to determine learning preference. (See Process, "Modality Preferences" and *Straight Ahead*, "Learning Preferences", pages 358–359.) Assist students to recognize that although they may have a preferred learning style, they must develop skills and strategies to enhance learning, using all modalities.

Note: *Teachers are encouraged to use results about student learning preferences to plan for instruction and evaluation.*

7. Read with students "Skin" (play), *Your Voice and Mine 3*, pages 39–61. Remind students that interpersonal communication involves one's ability to understand, tolerate and/or accept the beliefs, language, culture, physical appearance, etc. of others.

   a. Have students discuss the appropriateness of the title of the play.

   b. Provide opportunities for students to identify examples of stereotyping in the play and initiate discussion about the negative effects of stereotyping on members of a minority group and society in general.
   - Encourage students to bring for discussion news articles about stereotyping, discrimination and prejudice.

   c. Use an organizational strategy, such as semantic webbing, and have students summarize the feelings (nervousness, fear, pride) of one of the characters. (See Process, "Critical/Creative Thinking Strategies" and Writing, "Organizing for Writing")
      - Organize students into small groups and have each group use an organizational strategy to summarize the feelings of another character from the play.

   d. Organize students into small groups and have them select a character. Have students develop questions they would use to interview the character about their experiences, feelings, the feelings of their family members, peers, etc. (See Speaking, "Developing Questions" and *Straight Ahead*, "Planning an Interview", page 29.)
      - Have students role play characters and ask and answer questions.

8. Select items from Unit 9, Changing Roles, *Straight Ahead*, pages 169–200 and use them to initiate activities designed to develop and reinforce needed writing and speaking skills.

9. a. Provide opportunities for students to present their points of view about a variety of issues raised throughout the study of this thematic unit;
   e.g., prejudice – "Skin", *Your Voice and Mine 3*, pages 39–61
   stereotyping – "Boys and Girls", *Straight Ahead*, pages 173–189
   euthanasia – "Is Living Enough?", *Straight Ahead*, pages 18–22
   environment – Unit 10, Garbage, *Straight Ahead*, pages 206–223.

   b. Refer to Resource 1: Presenting Your Point of View (*Applied Communication Series)*, and provide opportunities for students to complete the activities outlined.

10. a. Refer to Resource 2: Communicating to Solve Interpersonal Conflicts (*Applied Communication Series)*, and provide opportunities for students to enhance problem-solving strategies by completing the activities.. Initiate activities using students' experiences and selections from *Your Voice and Mine 3* and *Straight Ahead* listed within this thematic unit.

    b. Expand students' abilities to read literature, identify conflicts and relate conflicts portrayed in good literature to their own lives; e.g., "Death of a Salesman", "The Old Man and the Sea", "The Pearl" and "One Flew Over the Cuckoo's Nest". (Teachers are encouraged to combine reading with viewing activities.)

    c. Provide opportunities for students to express feelings and ideas through talking and writing. (See Writing, Speaking and Process.)

11. a. One dimension of our lives is our family. Provide opportunities for students to list their family members or develop a family tree covering several generations.

b. Have students summarize orally or in writing a special event involving their families;
e.g.,
   - a special vacation
   - a favourite holiday experience
   - a visit to grandfather's
   - shopping with grandmother.

(See Writing, "A Sequence of Writing Assignments: A Memorable Time", "Organizing for Writing", "The Writing Process" and Reading, "Semantic Webs and Maps", "Predicting, Summarizing and Writing Using Story Charts".)

c. Provide opportunities for students to write a paragraph describing a family member to share with other students. Have students peer and/or self-edit and hand in a polished copy for evaluation. (See Speaking, "Peer Feedback" and Writing, "Peer Response Sheet", "A Sequence of Writing Assignments: A Biographical Sketch", etc.)

- Refer to Writing, "Computers and the Writing Process" and provide opportunities for students to write, using word processing programs.

d. Use the following selections from *Your Voice and Mine 3* to initiate further writing, discussing, and small group activities focusing on the family.

- "Of the Fields Lately", pages 72–73
- "Home Life", pages 74–75
- "Anointed with Oils", pages 78–85
- "Teenage Wasteland", pages 87–98
- "Guess What? I Almost Kissed My Father Goodnight", pages 100–112.
- Refer to "Activities" following each selection and complete the activities in keeping with students' needs, abilities and interests.

e. Read the play "Teach Me the Ways of the Sacred Circle", *Your Voice and Mine 3*, pages 126–134 and provide opportunities for students to discuss the role of the family in developing personal goals and values.

12. Provide opportunities for students to write narratives about the family, friendships, past/future events, etc. Refer to the following to assist students to organize for writing:

Writing, "The Writing Process"
"A Sequence of Writing Assignments"
"RAFTS"
"Organizing for Writing"
Reading, "Vocabulary for Organizing, Speaking and Writing"
"Semantic Webs and Maps"
"Predicting, Summarizing and Writing Using Story Charts"
Process, "Critical/Creative Thinking Strategies"
"Teaching a Thinking Strategy"
de Bono's "Tools for Teaching Thinking: CoRT".

13. Refer to the following poems from *Your Voice and Mine 3* and complete activities designed to enhance discussion about families, develop comprehension through poetry, develop appreciation of poetry, encourage students to write and read poetry.

- "Mother to Son", page 76
- "She's Leaving Home", page 119
- "The Stranger", page 120
- "The Man Who Finds that His Son Has Become a Thief", page 121
- "Father and Son", pages 122–123
- "Taught Me Purple", page 124.

a. Organize students into six groups and assign each group a poem to read orally to classmates. Encourage students to use a variety of reading activities, such as:
   - reading in unison
   - selecting group members to read specific lines and/or stanzas
   - reading into a cassette recorder and adding sound effects.

b. Refer to Writing, "Writing Poetry" and have students complete activities in keeping with abilities, needs and interests; e.g., a class free verse poem, rap.

c. Provide opportunities for students to listen to recordings of popular music, and relate poetry to song lyrics.

14. Select and read with students items from "Life Stories" in *Your Voice and Mine 3*, pages 230–276. These non-fiction selections focus on individuals who have experienced pain, joy, success and disappointment. Complete a series of activities designed to enhance students' skills, such as:
- examining and comparing literary genres, print and non-print media, etc.
- writing non-fiction materials, such as diary entries, essays, biographies, explanations
- identifying and discussing the feelings of the individuals in the selections and relating their feelings to personal experiences
- using a variety of organizational strategies to summarize and predict.

In keeping with learning objectives and students' interests, select from the following:

Title	Topic/Issue
"Fragments of Isabella"	Jews in Nazi Germany
"First Person 1964"	The Beatles' first American performance
"Douglas Lambert"	Aids and loneliness
"The Early Diary of Anais Nin: 1920–23"	The importance of a diary
"Novel Approach"	Gordon Korman writes stories about school and growing up
"A Dream Come True"	Jimmy and Sam Gianculas open a restaurant
"The Mine Masters"	A young boy works in the coal mines
"Ten Lost Years 1929–1939"	Teaching in 1935
"The Home Front"	A families' loss during World War II
"Clifton Joseph"	Being a black immigrant in Canada
"The Dionne Years"	Excerpts from Pierre Burton's account of the Dionne quintuplets.

15. a. Refer to the section about explanations and explanatory writing in *Straight Ahead*, pages 155–167 and assist students to write an explanation based on a topic of personal interest.

b. Initiate writing activities by reading with students, "Boyfriends/Girlfriends: How to Get One and How to Keep the One You've Got", *Straight Ahead*, pages 156–158.

c. Have students present serious and/or humorous demonstrations that explain an activity or event;
   e.g.,
   - how to change the tire on a car
   - how I cooked the supper that even the dog would not eat
   - how to answer the telephone at the workplace
   - how to succeed without trying.

- Provide opportunities for students to videotape their demonstrations for viewing at another time.

d. Encourage students to bring magazines to class. Have students locate and summarize the explanatory articles in the magazines.

e. Provide opportunities for students individually or in small groups to draw cartoons portraying a "how to . . . " situation.

16. Refer to Unit 13, The Writing Process, *Straight Ahead*, pages 261–272, and Writing, "Writing a Report" and "'I'–Search Report". Provide opportunities for students to write a report based on a topic they have researched. Help students select a topic and provide assistance throughout this activity. Have students:
    - use word processing programs, if possible, throughout the writing process
    - peer and self-edit
    - organize and generate ideas and information through talk
    - use a variety of research methods and sources
    - prepare a polished report for evaluation.

    (See also Writing, "Writing Process", "A Checklist for Assessing Writing", "Computers and the Writing Process", "Peer Response Sheet", etc.)

    a. Assist students to select a topic using:
        - current news articles and related issues
        - other subjects; e.g., social studies, science
        - a selection from the student resources
        - a special interest area.

    b. Schedule library time and work cooperatively with the teacher–librarian to familiarize students with the variety of resources to be found and their location;
    e.g.,
        - filmstrips
        - records
        - maps
        - periodicals
        - picture files
        - encyclopedias.

17. Refer to Unit 11, Desktop Writing, *Straight Ahead*, pages 227–236 and complete a series of suggested activities designed to enhance student development.
    - Have students write graffiti on current community issues, school interests, etc. Display student work on bulletin boards.

18. Have students bring their notebooks to class. Assist them to organize their notes by:
    - dating all notes
    - keeping notes for different subject areas in separate binders, or duotang covers
    - devising a system for keeping track of assignments due, upcoming examinations/quizzes
    - retaining all assignments/quizzes/examinations that have been marked and returned — use these to study from for future examinations
    - developing a section for new/difficult vocabulary
    - obtaining copies of notes/handouts from the teacher or a classmate, when there has been an absence from school
    - devising suitable formats for taking notes, depending upon the subject areas; e.g., leave a wide right-hand margin for extra notes/explanations/examples/sketches.

19. Use selections in Unit 2, Ghost Stories and Unit 4, Icarus, *Straight Ahead*, to initiate storytelling and narrative writing activities. Complete activities following each selection in keeping with students' abilities and needs. (See Writing, "The Writing Process", "RAFTS", etc.)

20. Provide opportunities for students to use computer word processing programs for writing purposes. Letters, stories, paragraphs, songs, etc., may be entered, edited, revised and printed using computers. (See Writing, "Computers and the Writing Process", "Computer Communication", etc.)

21. Use a variety of extension activities to evaluate, review and reinforce concepts, skills and attitudes that are emphasized throughout this thematic unit.
    - Choose a play or novel for an in-depth class study and focus on ideas generated by students during this unit.
    - Select a feature length film based on a theme related to expressing what is on one's mind, for a detailed study.

22. Evaluate student performance throughout this thematic unit, using a variety of tools and methods. Refer to the generic section (right tabs) for evaluation strategies and instruments.
    e.g.,
    - Assess students' writing processes, using first, edited and final drafts.
    - Develop a summative evaluation, using input from various sources, such as self-assessments and peer assessments.

INTEGRATION ACROSS THE CURRICULUM

OCCUPATIONAL COURSES

- Provide opportunities for students to prepare résumés, write covering letters and complete additional employment-related activities for specific opportunities. (See Resource 4: Letters for Three Types of Occasions and Resource 5: Letter of Request.)
- Have students videotape their work site and use the videotape in an oral presentation designed to inform classmates about various aspects of the work situation.

COMMUNITY PARTNERSHIPS

- Have students locate community organizations that are involved in protecting human rights and enhancing society's awareness of tolerance and understanding. Invite a representative of an institution to the classroom to discuss the organization, and the strategies individuals can use to increase tolerance and understanding.
- Encourage students to become involved in a current community endeavour:
  e.g.,
  - volunteering time to organize and complete a bottle drive for a charitable organization
  - helping to cook and serve a meal at a youth shelter or senior citizen's drop-in centre
  - packing hampers for the food bank
  - organizing a campaign to inform community members about environmental issues, garbage control, multiculturalism
  - writing letters to newspapers, radio/television stations or politicians expressing views about, and suggesting solutions to, community problems/issues.

Resource 1: *Applied Communication Series*
Module 9: PRESENTING YOUR POINT OF VIEW

Purpose: To enhance students' abilities to:

- **plan, organize and support effective persuasive messages for a variety of audiences**
- **present persuasive messages, both orally and in writing**
- **evaluate their own persuasive messages and those of others.**

INTRODUCTORY ACTIVITIES

1. Have students brainstorm examples of people or organizations who use persuasion, and place their responses on a chart;
   e.g., – lawyers
   - salespeople
   - politicians
   - advertisers
   - parents
   - teachers
   - employers.

2. Have students brainstorm reasons for using persuasion strategies, and list their responses;
   e.g., – to persuade the receiver to be open to another point of view
   - to stimulate interest in another point of view
   - to persuade the receiver to adopt another point of view
   - to persuade the receiver to change a point of view
   - translate a point of view into action.

3. Provide opportunities for students to list three examples of situations in which someone or something persuaded them to behave a certain way, and list the reasons.

4. Have students give examples of situations where they persuaded someone to do something, and list the reasons.

5. Assist students to recognize that a personal point of view is important, but that one must keep an open mind and be prepared to adjust a point of view based on new evidence.

   a. Read the following to students and have them form and discuss their opinions.

      "Terry was driving his car home from a party. It was 1:30 a.m. and he was fairly tired. A pedestrian stepped off the curb into his lane. Terry swerved the car, but hit the individual anyway. He stopped the car and ran back to help the person. Several people gathered and someone telephoned the police and an ambulance.

      What is your opinion? Should Terry:

      - be charged with speeding?
      - be charged with careless driving?
      - be charged with failing to yield to a pedestrian?
      - not be charged at all?

Record students' responses and have students discuss their opinions.

b. Provide students with the following additional evidence and have students rethink their initial opinion. Have students compare their second with their initial point of view and compare their responses with those of classmates.

New evidence:

- Terry did not drink liquor at the party.
- Terry was within the speed limit.
- Terry had his headlights on and seat belt buckled.
- The pedestrian was not at an intersection.
- The pedestrian had been drinking.

c. Help students realize that one must adjust opinions based on new information. Have students make a journal entry about forming opinions, gathering information and keeping an open mind.

6. Introduce the video, Module 9: "Presenting Your Point of View: An Introduction" to students by stating the following:

"You will see three workplace situations in which persuasion occurs. Be prepared to discuss the following questions as you view the video:

- What is the persuader's goal in presenting his or her point of view?
- What is the importance of presenting a point of view in the particular situation?
- Are the circumstances of delivery (e.g., time, place, style) appropriate? Why or why not?"

LEARNING ACTIVITIES

1. a. Ask students to recall and share an experience in which it was difficult to persuade someone to do something or change their point of view.

b. Have students suggest strategies or circumstances that might have increased their success, in the above situation. Ask students whether the message was:

- stated clearly?
- important to the other person?
- sent at an appropriate time?
- sent in an appropriate place?
- sent using an appropriate tone of voice?

c. Use the following chart to help students realize that in order to successfully persuade someone, various factors must be considered, such as:

- nature of the audience
- position of the audience on the topic, issue, etc.
- approach used by the sender.

THE NATURE, POSITION AND APPROACH TO AUDIENCES

Nature	Enthusiastic	Interested	Neutral	Disinterested	Hostile
Position	supports your persuasive purpose	agrees with your persuasive purpose	has different or no persuasive purpose or need	doesn't care and has no persuasive purpose	disagrees with your persuasive purpose
Approach	reinforce action	encourage action	provide information	create interest or seek response	stress points of agreement; minimize differences

2. In small groups, have students read each of the following situations and determine the purpose, audience/position, timing and best approach. Provide time for groups to share and discuss responses.

Situation 1

You are a cook's helper at a local restaurant. You work the first shift (7 a.m. to 4 p.m.). Your supervisor would like you to go on the second shift (4 p.m. to 12 midnight). If you change shifts, a new helper will be able to take your place and, thus, gain experience with the daytime menu. However, you would prefer to stay on the day shift. What approach would you use with your supervisor?

Purpose: ____________________

Audience/Position: ____________________

Timing: ____________________

Best Approach: ____________________

Situation 2

Your brother has decided to get married on the first Saturday of next month and wants you to fly to Saskatchewan to be his best man. Because you need to be fitted for a tuxedo and attend the wedding rehearsal and rehearsal dinner, you want to take time off from work on the Thursday and Friday preceding the wedding. However, you can have those days off only if a co-worker agrees to work in your place. Because the wedding falls on a holiday weekend, few people will choose to work, even for overtime pay. How would you approach your co-worker?

Purpose: ____________________

Audience/Position: ____________________

Timing: ____________________

Best Approach: ____________________

Situation 3

As a new employee of a printing company, you find the shop rule involving a strict list of steps to estimate the cost of both large and small jobs to be inefficient. You want to recommend a sensible change in the procedure for small jobs. However, the person who must okay such a change is the one who originally wrote the strict sequence of steps and had them adopted. How will you approach this person?

Purpose: ______________________________

Audience/Position: ______________________________

Timing: ______________________________

Best Approach: ______________________________

3. a. Have each student interview a person who has been successful in the student's occupation of interest. Help students develop a set of questions that focus on how the employee uses persuasion effectively at work. The following may be included:

   - Would you please describe two of the most recent situations in which you used persuasion at work?
   - What were the purposes of the persuasion in those situations? To get others to change their opinions? To do something? To get support or understanding for your own position?
   - Who were the audiences? What were their initial positions on the issues?
   - Did you choose to communicate your persuasive message in writing or orally? Why?
   - What approach did you use in each situation? How successful was each approach? Would you use the same approach again in this situation? Why? Could it be modified for greater effectiveness?

   b. Provide opportunities for students to write a brief report (see Writing, "Writing a Report") summarizing the conversation.

   c. Have students share their reports with classmates.

4. Provide opportunities for students to write a persuasive memorandum containing the following information.

   - An explanation of why the message is important.
   - A clear statement of your point of view, your purpose for stating it (the proposal), and the benefits of supporting it.
   - The arguments (with evidence) supporting your point of view.
   - A restatement of the proposal.
   - A call for action on the proposal.

   Students may use a personal experience, or the following situations.

   Situation 1

   Lee Wong, manager of the Marketing Department of Seiji Electronics, Inc., an original equipment manufacturer, has been directed by the company president to enforce company policy to avoid sexist language. Seiji Electronics has suffered widespread customer and employee dissatisfaction with such language. The problem is most severe in Marketing. Unfortunately, everyone there seems to ignore the company manual that contains an excellent explanation of what sexist language is and how to avoid it. Mr. Wong must write a memorandum that persuades his Marketing Department to support company policy to avoid sexist language.

Situation 2

Assume that you have worked as a typesetter at a local print shop for a little more than a year. Your last evaluation, like the two previous ones, was extremely complimentary. Because of your past performance, you believe you deserve a raise in pay. In addition, you need the extra money to afford the rising cost of living. How are you going to convince your supervisor to recommend such a raise? What are the benefits to him or her (if any)? Thinking about how the audience (your supervisor) will react can help you make decisions about your memorandum.

Encourage students to:

- be organized
- choose an appropriate tone (attitude toward the subject). If it seems appropriate, be informal and friendly
- avoid "big" words. Use simple, direct vocabulary
- be positive and open-minded. Remember that in most situations very little is totally right or wrong.

SUMMARIZING ACTIVITIES

1. a. Introduce the summary video, Module 9: "Presenting Your Point of View Effectively" by stating the following:

"Cal Fremont, an employee in an agriculture cooperative store, wants to convince the store owner, Doris Hayes, to expand the store's product line. Because the location of the store is rapidly becoming less rural and more suburban in character, the needs of the customers the store serves are also changing."

b. Have students complete the evaluation form as they watch Cal's presentation. Have students rate his delivery style, physical presence and use of language by placing a check mark in the column that they think best describes Cal's performance.

EVALUATION FORM (DELIVERY, PRESENCE AND LANGUAGE)

	Very Good	Good	Fair	Poor
Delivery • pitch of voice • rate of speed • volume of voice				
Physical Presence • eye contact with audience • posture (stiff, natural, loose) • use of gestures and expressions • use of visuals • dress				

	Very Good	Good	Fair	Poor
Language • pronunciation of words • use of correct grammar • use of vocabulary				

2. Use the following with students to analyze Cal's presentation.

ANALYSIS FORM (PURPOSE AND CONTENT)

Purpose 1. Statement of Persuasive Purpose Notes:
2. Awareness of Audience Notes:
Content 1. Argument(s) Notes:
2. Supporting Evidence Notes:
3. Logic/Flow Notes:
4. Restatement of Purpose Notes:
5. Call for Action Notes:

EVALUATION

1. Have students hand in their written report for formal evaluation.

2. Evaluate students' oral reporting skills. (See Speaking, "A Guide for Evaluating Speaking" and "Sample Speech Evaluation Guide".)

3. Observe and evaluate students' group work throughout these activities.

4. Have students write a summary of Cal's oral persuasive presentation to be handed in. Students may begin their summaries with the following: "I thought the presentation was (was not) effective because . . . ."

FOLLOW-UP

1. Provide opportunities for students to prepare a persuasive speech about a school or community issue. (See Speaking, "Preparing a Persuasive Speech".)

   Topics may include:

   - school dances
   - school hours/holidays
   - extra-curricular school activities
   - community recreational facilities
   - bicycle/jogging trails.

2. Have students present their speeches to appropriate audiences; e.g., students' union executive, school administration, town/city council.

Resource 2: *Applied Communication Series*

Module 12: COMMUNICATING TO SOLVE INTERPERSONAL CONFLICTS

Purpose: **To enable students to:**

- **identify the causes and effects of interpersonal conflict**
- **use strategies for improving relationships with co-workers, supervisors and customers or clients.**

INTRODUCTORY ACTIVITIES

1. a. Provide opportunities for students to describe an interpersonal conflict they have been involved in at school or work. Assist students to recognize that conflicts result from differences in personality, approach to work or both. Use the following continua to enhance students' understanding of personality.

Personality

quiet ↔ talkative
internalizes feelings ↔ expresses feelings
timid ↔ outgoing
calm ↔ excitable

Have students relate personality trait to performance on the job. For example, a timid person may not ask a question to clarify a task, therefore, the task may be completed incorrectly.

b. Have students describe how they felt during and after the conflict, and whether the conflict affected them physically:

e.g., Were they
- frustrated?
- angry?
- resentful?

Did they experience
- stomachache?
- headache?
- loss of sleep, appetite, concentration?

c. Have students share any negative consequences as a result of the conflict;

e.g.,
- punishment
- probation
- loss of privileges
- loss of jobs.

2. Have students recognize that conflicts may be beneficial. Ask students to identify any positive consequences as a result of a conflict;
   e.g., – self-growth
   – insights into others
   – closer relations with others.

3. Introduce the video, Module 12: "Communicating to Solve Interpersonal Conflicts: An Introduction" by stating:

   "Two co-workers in a medical laboratory, Sandy and Kim, have differences that develop into an interpersonal conflict. While watching the video, observe how each worker contributes to the conflict and think about what you would do in a similar situation."

4. View and provide opportunities for students to discuss the video using the following:

   - How did Sandy and Kim each contribute to the conflict?
   - Did the conflict involve differences in personality, approach to work, or both? Describe these differences.

5. a. Have students respond orally to the question:

      "How would you have presented or solved the conflict, if you were Sandy or Kim?"

   b. Provide opportunities for students to write a paragraph about methods they would use to prevent or solve the problem.

6. Summarize the introductory activities by noting the following:

   - Interpersonal conflict affects everyone in the workplace.
   - It is important to be able to both prevent conflict and resolve it when it occurs.

LEARNING ACTIVITIES

1. Use the following to introduce:

   - point of view
   - respecting rights and feelings of others
   - differences between feelings and facts.

   Point of view is the personal way things appear to someone involved in a situation. It may differ considerably from the point of view of someone else involved in the same situation.

   Respecting rights and feelings of others means not challenging people simply because they are different in some ways. It means acknowledging that everyone's point of view or feelings about something are valid, even though they may be very different from someone else's. (It may be worth pointing out that actions are different from feelings, and all actions are not equally valid. Some may be inconsiderate, destructive or even illegal.)

   Facts are verifiable and can be proved. Feelings are personal and internal. A fuller knowledge of the facts may change feelings, but feelings cannot change facts, no matter how strongly they are held. A failure to understand how a situation appears to someone else can lead to conflict. Strong feelings can get in the way of understanding facts and appreciating other points of view.

2. Use the following to help students recognize that many conflicts can be prevented, if individuals understand the problem.

Understand Why There Might be Conflict

- Understand **the other person's point of view.** People are not alike. What is the other person's personality like? What is his or her approach to work? Is the other person much older or younger than you? Does his or her age or background cause different feelings about things?

- Understand **your own personality and approach to work**. What about your own age, background and work experience? How do you approach your work? Can you describe your own personality? Do you feel that you are different from your co-workers?

- Understand **what is important to all of you** who work together. Does your area or department have certain deadlines to meet or quotas to fill? Do you need to meet budget guidelines or quality control standards? Will you all be better off if you work as a team to do what is expected of you?

- **Be observant and listen to others.** Keep your eyes and ears open, so that your mind will be open to better understand their feelings and attitudes. Do older workers spend a lot of time talking about the "good old days"? Maybe they want to keep things the way they were. They may be afraid of change and new ideas.

Show that You Respect the Rights and Feelings of Co-workers

- **Give credit and thanks** to co-workers whenever you can. They will be more likely to listen to criticism or complaints if you also praise them sometimes. Make sure your praise is sincere. Can you admire the neat and careful work of an older worker? Can you praise someone else's quickness? Can you listen and then say "thanks" for advice, even if you don't really need it?

- **Think before you speak.** Don't express irritation and anger the minute you feel it. Choose the right moment and the right words to show your feelings.

- **Try to find out how others will feel about something you do before you do it.** Can you ask others whether your radio bothers them before you turn it on? Can you find out how people feel about smoking before you light up? If you work more slowly or quickly than others, could it be because their work is easier or harder than your own? If you come or go at different times, does that affect the work of others?

Assert Yourself and Show that Your Rights and Feelings Should be Respected

- Explain your own point of view calmly, in ways that don't make others angry. State clearly what you want. Show that you understand the difference between **facts** and **feelings**.

  If your opinion is backed with **facts**, which are clear to everyone, simply show your facts and give others time to change their opinions. If you are really talking about your **feelings** about something, remember that your feelings are never any more right or wrong than the other person's. If others don't agree with you, that is their right. Remember that you don't agree with them all the time either.

- Respect that people respond/react differently to similar situations. If a co-worker appears inactive, don't call him or her lazy or stupid. Ask what the problem is. Maybe his or her

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equipment is not working well. Maybe he or she needs help with one part of the job. Assume that he or she would like to do better if he or she could.

- Be willing to **give in or compromise**. As you discuss differences or problems with others, decide together what is most important and what is least important. At the end, repeat your understanding of the other person's position and your own to make certain no misunderstandings remain.

3. Read the following to students and provide opportunities for them, individually or in small groups, to identify and resolve the problem.

   "Two workers in an office need to do a lot of photocopying at the end of the morning. Whoever gets to the machine first can leave for lunch on time. The other would end up working through part of the lunch hour."

4. a. Copy and distribute "Preventing Interpersonal Conflict", page 97, to groups of students. Have students read the scenario, complete the chart, answer the questions and prepare to discuss their responses.

      - Have each group share their responses with classmates.

   b. Provide opportunities for students to generate and role play conflict situations. Have students identify the causes and resolve the problem.

5. Distribute "How Well Do You Get Along with Others?", page 99, and have students answer the questions. Have students place these forms in their folders and complete the form on several occasions throughout the year.

6. Distribute "How Do You Handle Conflict?", page 100. Have students complete the form and place it in their folder. Have students complete the form on several occasions throughout the year.

SUMMARIZING ACTIVITIES

1. a. Review the factors that may contribute to conflict; i.e., differences in personality and differences in approach to work.

   b. Review the skills required to prevent conflict, such as:

      - asking questions, listening and observing to predict others' feelings and reactions
      - giving credit and thanks
      - explaining your own feelings and presenting facts calmly
      - avoiding getting personal.

2. a. Introduce the video, Module 12: "Communicating to Solve Interpersonal Conflicts: A Summary" by stating that the conflict between Kim and Sandy in the initial video was left unresolved. This summary video provides an acceptable resolution.

b. View the video, Module 12: "Communicating to Solve Interpersonal Conflicts: A Summary" and have students observe how Sandy and Kim resolve their conflict.

    - Have students observe the verbal and non-verbal communication and the problem-solving strategy used.

3. Provide opportunities for students to identify and resolve conflicts using a problem-solving approach.
    - Have students summarize in writing the situation, conflict and problem-solving strategies to be handed in for evaluation.
4. Collect students' written work throughout this section for evaluation purposes.
5. Observe and evaluate students' group participation skills.
6. Evaluate students' oral presentations and/or informal discussion skills.

FOLLOW-UP

1. Have students share conflicts they are involved in at home, at school or at the workplace. Provide opportunities for classmates to offer resolution and prevention strategies.
2. Distribute self-evaluation forms during the term for students to complete so that they can assess their personal growth on a continuous basis.

Name: ______________________________ Date: ________________

PREVENTING INTERPERSONAL CONFLICT

Julia Cardinal has worked for 18 years as kitchen supervisor for Inverness Nursing Home. She is proud of her kitchen. She always stays within her budget and the residents like the food. Meals are served on time.

Bob Foster is about to be transferred to the kitchen. He was working as a health aide, but he didn't get along with the nursing staff. He is an intelligent young man, but he gets irritated when people don't understand right away what he wants. He likes to solve problems, and often thinks of ways to do things faster and better. He acts as if he knows more than anyone else and is very critical of others. He is angry about being transferred to the kitchen.

Julia has seen Bob at work several times. She is afraid that she and Bob may find it difficult to work together. She knows that there are many differences between them.

First she tries to *understand* why there might be conflict between them. His "know-it-all" attitude bothers her; she doesn't want someone new telling her how to run her kitchen. She likes work to be done slowly and carefully. She is afraid that if Bob works too fast, he will make mistakes. She worries that he will make some of the other kitchen workers unhappy, if he criticizes them all the time.

Discuss the example with your group members. Complete the form below and answer the questions provided.

Sources of Possible Conflict between Julia and Bob: Their Differences

Julia (personality and approach to work)	Bob (personality and approach to work)

Module 12

How can Julia show respect for Bob?

- What credit can she give him?

- What can she ask him to find out how he feels?

How can Julia assert her point of view to Bob?

- What facts can she state?

- What feelings can she try to explain?

- What can she say to Bob about his approach to work that doesn't sound personal?

If Julia and Bob discussed their differences, what would be the result?

- What is most important to each of them?

- What would each have to give up to reach a workable compromise?

Name: ______________________________________ Date: ____________________

HOW WELL DO YOU GET ALONG WITH OTHERS?

To find out how likely you are to get involved in conflict, or how good you are at preventing it, answer the following questions about yourself. Your answers are for your use only; no one else needs to see them.

Are you an overly critical person who gets annoyed with other people's mistakes, and says so?

Yes __________ No __________

Do you frequently challenge other people's ideas or opinions and feel that they don't know as much about the situation as you do?

Yes __________ No __________

Do you often argue when people state their opinions? Do you feel you need to prove that your opinions are right?

Yes __________ No __________

Are people hesitant to discuss things with you because you give the impression that you think other people's opinions are not valuable?

Yes __________ No __________

When you talk about your activities and experiences, do you constantly use the word "I"?

Yes __________ No __________

Think back to your last two or three conversations. Did you do more talking than listening?

Yes __________ No __________

Do you think of yourself as being more capable than your co-workers (or even your supervisors)?

Yes __________ No __________

Do you act like a supervisor, even when talking to co-workers?

Yes __________ No __________

If you have three or more "yes" answers, you need to know that others may see you as unpleasant or difficult to work with. However, by **giving as much attention and respect to other people's feelings as you do to your own,** you can reduce the possibility of conflict.

Name: ______________________________ Date: ______________

HOW DO YOU HANDLE CONFLICT?

Scale:	1	2	3	4	5
	never	rarely	sometimes	often	always

Example: *I think conflict is uncomfortable.*
1 2 3 4 5
(If you always find conflict uncomfortable, you would circle number 5.)

1. I try to find a compromise when a conflict occurs.
   1 2 3 4 5

2. I tend to focus on the problem and the issues in a conflict, rather than on the other person.
   1 2 3 4 5

3. I'm willing to "give" a little, if the other person in a dispute is also willing to give on some things.
   1 2 3 4 5

4. I search for a solution to a conflict that both the other person and I can find acceptable.
   1 2 3 4 5

5. I like to find what each person wants most strongly, then work for a point in the middle.
   1 2 3 4 5

6. I like to look at lots of options before trying to find a solution to a conflict.
   1 2 3 4 5

7. When I especially need to have my plan accepted, or when an issue is very important to me, I tell the person with whom I am in conflict.
   1 2 3 4 5

8. I believe working out a middle-of-the-road agreement is best, even if both people are still somewhat unhappy about not getting their way completely.
   1 2 3 4 5

9. It's OK to give up some things if the other person gives up something too.
   1 2 3 4 5

10. I believe a conflict is really a problem, not a contest; therefore the goal is to find a solution both people can live with, not to "beat" the other person.
    1 2 3 4 5

Add up the numbers you circled. If the total is close to 50, you are probably very good at dealing with conflict; you may often avoid it before it develops. If your total is closer to 10, you probably need to work hard at avoiding and resolving conflict.

Resource 3: *Applied Communication Series*

Module 2: GATHERING AND USING INFORMATION IN THE WORKPLACE

Purpose: To enable students to:

- **identify needed information and the appropriate written, oral and visual sources of the information**
- **adjust reading strategies based on the purpose for reading and the materials being read**
- **evaluate and select sources of information, using criteria such as readability and accessibility**
- **summarize information, in the form of notes**
- **request information orally and in writing**
- **use technology to gather, organize and report information.**

INTRODUCTORY ACTIVITIES

1. Make a chart with the following headings on an overhead or chalkboard and have students brainstorm examples of information sources.

e.g.,

Oral	Written	Visual	Electronic
co-workers clients sales associates technical experts supervisors	indexes manuals catalogues policy sheets letters files	tables diagrams charts photographs graphs microfiche	computer databases video programs audiotapes videodiscs

Post the chart and have students add sources throughout the unit.

2. Inform students that no matter what the differences are among occupations, locating and using information is important in almost every job. Employees must be able to deal with information for a variety of specific job tasks. Some of these tasks include finding solutions to problems, asking questions to make a decision for yourself (or someone else) and researching information to make a recommendation.

   a. Introduce the video, Module 2: "Gathering and Using Information in the Workplace: An Introduction" by stating that a hair designer must locate information related to a "new look" for a customer. As you watch the program, notice the information sources he locates and the communication skills he uses to obtain that information. Also, pay attention to how and why the designer decides to use one information source over another.

   b. View the introductory video with students and encourage them to locate answers to the following:

      - What did the hair designer already know?
      - What did he not know?
      - What sources did he use to gather the required information?
      - What information was gathered that was not relevant? How did he determine relevancy and irrelevancy of the information?

LEARNING ACTIVITIES

1. Organize students into small groups, and read the following scenario. Inform students that they will be identifying, analyzing and matching information needs with appropriate information sources.

> A survey was taken recently to find out the kinds of snacks people wanted in the cafeteria. The results showed that 64 per cent of those surveyed prefer healthy snacks, such as juices, yogurt, fruits and nuts, over run-of-the-mill chips and candy. The survey also indicated, however, that people are concerned about the high cost of many health snacks. In addition, the cafeteria staff is concerned about the limited shelf life of many health snacks. Your task is to recommend two or three specific health snack items for the cafeteria.

   a. Have students make a list of questions related to information needs. (See Speaking, "Developing Questions" and "Forming Questioning Chains".)
      e.g., – What are the costs of suggested health food snacks?
      – Where can health food snacks be purchased at the most reasonable costs?

   b. Have students identify suitable sources for each piece of information needed.

   c. Have students explain, in writing, reasons for selecting each health food snack item.

   d. Have students survey their school population about the cafeteria, and make recommendations on the results.

2. Gathering information may involve taking notes. (See Writing, "Note-taking Strategies".) Provide opportunities for students to take notes from oral presentations, such as speeches, lectures and interviews. Introduce the students to the following guidelines for taking notes.

   - Ask permission to take notes, as a matter of courtesy.
   - Be selective. Don't try to take down everything. Too many notes may confuse you when you reread them later.
   - Pick out key words and phrases. Usually the speaker will highlight key words by voice emphasis or gestures.
   - Use lined notepaper. Leave enough space between points. Underline or capitalize what you think is important.
   - Try not to let the note-taking interfere with the flow of the conversation. Do not interrupt the speaker, unless you feel you have missed something important.
   - Refer back to your notes as a way of connecting information points and checking to see if you need to add extra information.
   - Reread your notes as soon as possible after you have taken them to be sure you understand them in relation to the information you are seeking.

3. Taking notes involves using listening skills. Select activities designed to review listening skills, such as items contained in the "Listening" generic skills section. (Also see Viewing, "Non-verbal Cues".)

4. a. Distribute "Developing Effective Oral Questions", pages 106–107, and have groups of students select a situation and complete the activities.

   b. Have students use the observation checklist portion to assess peer performance. Provide opportunities for students to discuss the activity as a class.

5. a. Provide opportunities for students to locate information from written sources and develop research strategies, such as:

skimming	– identifying general topics of information that can then be broken down into more specific information
scanning	– identifying specific information within a general area of related subject matter information; locating the relevant and particular information you need
writing neatly	– keeping in mind that you will have to refer back to your notes at a later time
selecting	– picking out the key terms or points and writing them in your own words
writing down headings	– identifying important headings and listing any supporting points is useful because recording headings provides clues to the main points in a written source
reading introductions and summaries	– reading introductions and summaries will provide a lot of information in a relatively small space. Introductions tell you what the information is about and summaries review the main points that were presented
grouping or listing	– grouping or listing all related points together will help you make a mental connection when you review your notes at a later time

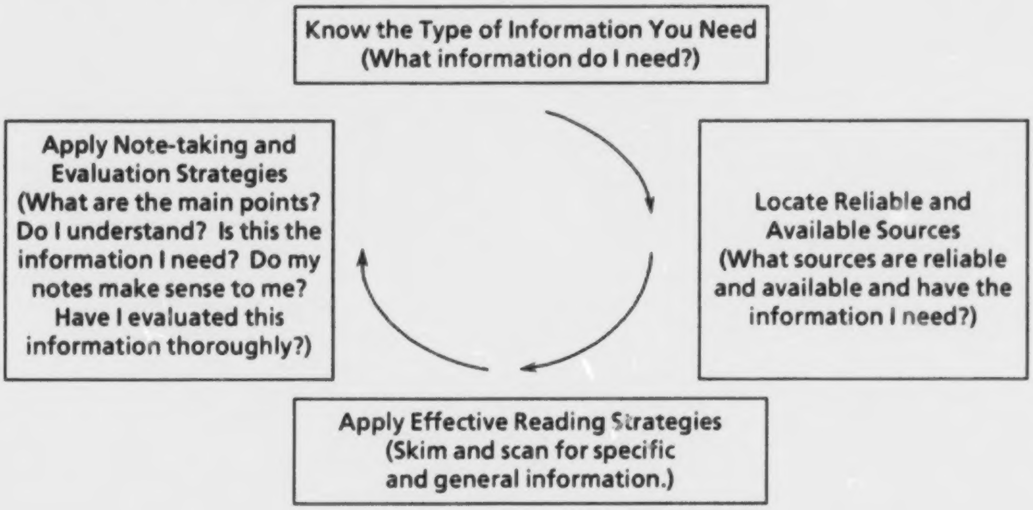
- Refer to the following resources in the generic skills section for additional suggestions about developing research skills.

Writing, "'I'–Search Report"
"Writing a Report"
"Library Scavenger Hunt"

Reading, "Reading Survey"
"Reading Rates"
"Context Clues"
"Vocabulary for Organizing, Speaking and Writing"
"QAR Strategies"
"RAP: Paraphrasing Strategy"
"Predicting, Summarizing and Writing Using Story Charts"

Process, "SQ3R Strategy"
"PARS Technique"
"Multipass: A Study–Read Strategy"
"Directed Reading/Thinking Activity (DRTA Procedure)"
"Previewing a Resource"

b. Use the following to help students gather information from a written source.



Know the Type of Information You Need
(What information do I need?)

Locate Reliable and Available Sources
(What sources are reliable and available and have the information I need?)

Apply Effective Reading Strategies
(Skim and scan for specific and general information.)

Apply Note-taking and Evaluation Strategies
(What are the main points? Do I understand? Is this the information I need? Do my notes make sense to me? Have I evaluated this information thoroughly?)

6. a. Provide opportunities for students to write letters of request based on information required for school, the workplace or the community. For example, have students write to:

   - provincial health services requesting information about community clinics, communicable disease control or parenting courses
   - a company or business requesting information about specific employment opportunities, products, marketing or advertising.

   b. Distribute copies of "Checklist for a Letter of Request", and have students use the form to write a rough draft.

   c. Provide opportunities for students to peer edit the rough draft and write a polished copy to hand in for evaluation. (See Speaking, "Peer Feedback".)

   d. If appropriate, have students use word processing programs to organize and write letters.

SUMMARIZING ACTIVITIES

1. View the summary video with students. Have students note how Chris applies information gathering strategies, such as questioning and note-taking.

2. Organize students into groups and have them describe, in writing, how the strategies were used:

   - taking notes
   - asking questions
   - preview, view and review
   - skimming
   - scanning
   - electronic search process.

EVALUATION

1. Observe students' group work and evaluate group participation skills.
2. Evaluate students' gathering, organizing and reporting skills throughout the reporting process. (See Writing, "Writing a Report".)
3. Evaluate students' letters of request.

FOLLOW-UP

1. Refer to "Personal Action Plan" pages 109–110, and have students complete the form.
2. Distribute the "Personal Action Plan" on several occasions throughout the term for students to complete and compare.
3. Provide opportunities for students to share with classmates workplace experiences in which they gathered, organized and reported information.

Name: ______________________________ Date: ________________

DEVELOPING EFFECTIVE ORAL QUESTIONS

Below are five work situations in which the development of oral questions is needed to locate the necessary information. Working with a partner, choose one situation which may be (but doesn't have to be) in a chosen occupational field. Decide who will ask the questions and who will answer them. The questioner should make a list of four or five questions to ask. The person who is answering the questions should think about possible questions that might be asked in that situation, and the possible answers he or she might have to come up with.

When the questioner has finished thinking about and listing the questions, he or she should ask the questions and have the other person answer as fully as possible. The questioner should listen closely to the answers and take notes, if necessary. Time permitting, reverse the roles with the original questioner becoming the person who is questioned. Use the checklist to evaluate each other's performance.

Select **one** of the following situations.

1. **WXYZ Radio:** You are a salesperson for "WXYZ Radio". A new client wants to advertise his store's products. List questions you would ask the client (your partner) to obtain information about the following items.
   - ☐ The product or products to be sold
   - ☐ Target audience
   - ☐ The amount of money the client wants to spend
   - ☐ Advertising style preferences
   - ☐ Any other related questions

2. **Bob's Wheels and Deals Auto Parts and Service:** You are an auto mechanic at "Bob's Wheels and Deals Auto Parts and Service". You have been asked by the management to participate in developing a market survey. List questions you would develop to obtain the following information from customers.
   - ☐ The most frequent reasons customers bring their cars in for service
   - ☐ Those services that customers perform on their cars themselves, using products from the parts department
   - ☐ Any other relevant questions

3. **Barn Door Seed and Farm Supplies:** You are a clerk at the "Barn Door Seed and Farm Supplies" store. The store manager asks you to call a distributor to get more information about two brands of hybrid corn seed. List questions you would develop to obtain information about the following.
   - ☐ Delivery, quantity and cost
   - ☐ Quality and characteristics of seeds
   - ☐ Growing conditions required
   - ☐ Any other relevant questions

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4. **Total Care, Home Help Services, Inc.:** As an employee of "Total Care, Home Help Services, Inc." you have been asked to meet with Thomas and Mary Jackson. Mary Jackson's mother, Enid Jones (who is 86 and suffers from arthritis), has lived with the couple for ten years. The Jacksons will soon go to Europe for a month. Mrs. Jones does not want to enter a retirement home during their absence, so Mrs. Jackson wants to hire a home helper to look after her mother while she is away. List questions you would ask Mr. and Mrs. Jackson about the following.
   - ☐ Mrs. Jones' mobility and maneuverability
   - ☐ Her daily eating and sleeping habits
   - ☐ Her regular physician and medication needs
   - ☐ Emergency telephone numbers
   - ☐ Any other relevant questions

5. **Smiles R Us Orthodontic Clinic:** You are a clerk at "Smiles R Us Orthodontic Clinic". As you answer the telephone one morning, a lady inquires about orthodontic braces for her son. What questions would you ask to set up an appointment and fill out a client background information sheet for the orthodontist?
   - ☐ Present condition of child's teeth and reasons for braces
   - ☐ Regular dentist and child's dental records
   - ☐ Type of alternative or supplementary services
   - ☐ Child's medical problems or allergies
   - ☐ Insurance company or private payment plan
   - ☐ Any other relevant questions

OBSERVATION CHECKLIST

	Yes	No	Unsure
1. Did your partner ask relevant questions all or most of the time?			
2. Did he or she maintain regular eye contact?			
3. Did he or she speak clearly and distinctly?			
4. Did he or she repeat or clarify important points?			
5. Did he or she use voice (tone and volume) for emphasis?			
6. Did he or she watch for your reactions to make sure you understood?			
7. Did he or she ask for your thoughts, views or feelings?			
8. Did he or she respond adequately to your questions?			

Module 2

Name: ______________________________ Date: ______________

CHECKLIST FOR A LETTER OF REQUEST

Use the checklist below as a guide and write a rough draft of your letter of request on a separate sheet of paper. This checklist will help you plan, organize and structure your letter. Use the space provided. For the main body of the letter, list (in outline form) the information you need and why you need it.

Heading	(Company or personal return mailing address)
Date	
Inside Address	(Company/person you are writing to)
Salutation	(Greeting/mode of address)
Main Body	(What information is being sought and why?) What:
	Why:
Complimentary Close	(Acknowledgement)
Signature	
Name in full	
Title	
Enclosures	(Any special material to help the reader provide the information requested)

Name: ______________________________ Date: ____________________

PERSONAL ACTION PLAN

Directions: As you look back and reflect upon the lessons and activities in this section, think about the areas that were somewhat easy for you and those you found challenging or difficult. For each of the following statements, circle the item that best describes how you feel about your abilities. Then explain in writing how you plan to practise and improve your skills in each specific area.

1. When using oral information sources, I feel I can develop and ask the appropriate questions to gather the information I need.

   not at all partially completely

   To improve my skills, I plan to:

2. When using oral or written information sources, I feel I can take notes that will help me organize my task and help me remember what I have read or heard.

   not at all partially completely

   To improve my skills, I plan to:

3. When using visual information sources, I feel I can use the preview, view and review (PVR) strategy to identify and read the information contained in them.

   not at all partially completely

   To improve my skills, I plan to:

Module 2

4. When using written information sources, I feel I can skim and scan the material in a way that narrows my information search and leads me to the specific information I need.

not at all	partially	completely

To improve my skills, I plan to:

5. When using electronic information sources, I feel I can carry out a computer information search to locate and interpret relevant information.

not at all	partially	completely

To improve my skills, I plan to:

6. When making a written request for information, I feel I can organize a memo or letter and clearly state my request.

not at all	partially	completely

To improve my skills, I plan to:

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Resource 4

LETTERS FOR THREE TYPES OF OCCASIONS

	Casual Occasions	Informal Occasions	Formal Occasions
Role of Writer	Personal	Personal	Official
Characteristics of the Reader	• people whom you know very well such as family or friends	• people whom you know socially • people whom you would like to know better, such as pen pals	• people who are usually strangers • people to whom you are writing in an official capacity
Purposes of the Correspondence	• to keep in touch • to maintain relationships • to share news, feelings, and ideas on a personal level	• to express thanks, sympathy and congratulations, or to extend an invitation • to develop a relationship	• to make requests • to place orders • to make claims • to conduct business • to find employment • to spread goodwill
Content	• any details you wish	• details vary with the occasion	• accurate details • complete details
Tone of the Message	• warm, relaxed, friendly	• warm, sincere, more formal	• courteous, helpful, positive • confident, not too familiar
Level of Language in the Message	• commonly used words and phrases • short, easily understood sentences	• commonly used words and phrases • longer, more exact words • few or no contractions • no abbreviations • short, well organized, complete sentences • paragraphs	• commonly used words and phrases • longer, more precise words • no slang • no contractions • no abbreviations • longer, more specific, well organized sentences • paragraphs
Physical Appearance	• usually neatly handwritten, using "personal" format • on almost any colour and size of personal stationery • often more than one page in length	• usually neatly handwritten, using "personal" format • on personal stationery • usually only one page in length	• may be neatly handwritten, using "business" format when from an individual • typed, using "business" format • on white, standard-sized stationery • usually only one page in length

References

Letter Writing, Alberta Correspondence School, Government of Alberta, 1985. (Adaptation.)

Resource 5

LETTER OF REQUEST

writer's address → 412 Deer Road
Camrose, Alberta
T4V 0S1
April 2, 19- -

receiver's address → T. J. Boot Company
10902 Terrace Crescent
Quebec City, Quebec
G2L 4M6

greeting → Dear Sir or Madam:

message →

I am writing to request a T. J. Boot poster that I saw recently when purchasing cowboy boots.

I am a 15-year-old student who enjoys wearing cowboy boots. The boots I bought last week are my second pair of T. J.'s.

The poster has a group of people standing along a wooden fence watching a rodeo. Each person is wearing T. J. cowboy boots.

Would you please send me this poster as I would appreciate having a copy for my room. Thank you in advance for your attention to this request.

closing → Yours truly,

signature
(complete name)
writer's identification → Sheri Jacobs

The Envelope (business size: 10.5 cm × 24.1 cm)

writer's address → 412 Deer Road
Camrose, Alberta
T5M 0S1

receiver's name and address → T. J. Boot Company
10902 Terrace Crescent
Quebec City, Quebec
postal code → G2L 4M6

THEME C: MEDIA TRENDS

OVERVIEW

Mass media, such as television, radio, film, magazines and newspapers influence the feelings, thoughts, decisions and behaviours of individuals. People of all ages view, read and listen to mass media products and relate to media in unique ways. The media thematic unit at the 16-level focuses on television, newspapers, magazines and advertising. Media thematic units at the 26 and 36 levels will expand upon the Level 16 material and include new areas of media study, such as critical analysis of media and information sources. (Refer to the Scope and Sequence chart.)

Teachers are encouraged to include the following media in this thematic unit:
- television
- movies
- radio
- music/rock videos
- live productions—theatre, music concerts
- print—newspapers, magazines
- computer software.

CROSS MEDIA STUDIES could focus on many factors including:
- contribution to society
- advertisements
- content
- format and organization
- specific programs/articles
- portrayals of reality
- language use.

"Media Trends" is an extension of *English 36 Program of Studies/Curriculum Guide*, C: "Exploring and Assessing Print and Non-print Media". Teachers are encouraged to make concurrent use of the program of studies, this teacher resource manual, the program of studies/curriculum guide, the basic learning resources and numerous additional resources to develop the strands and related concepts, skills and attitudes.

ATTITUDE OBJECTIVES

Students will be expected to demonstrate positive attitudes toward:

- selecting print and non-print media based on personal and societal needs
- the influence media may have on personal decision-making/problem-solving strategies and outcomes
- critically analyzing and appreciating media based on its positive influence on self and society.

THEMATIC OBJECTIVES

Theme C: "Media Trends" will enhance students' abilities to:

- develop and apply media literacy skills
- assess media products in terms of their affect on self and society
- be appreciative, critical and discriminating listeners, viewers and readers
- identify the techniques and language used by media to construct reality and convey meaning; and to develop the concepts, skills and attitudes required to question and interpret ways in which media constructs reality.

STRANDS OF LANGUAGE

The following language strands, and related concepts, skills and attitudes are highlighted within this thematic unit.

Reading

Concept: Reading, viewing and listening are processes that demand active involvement of the individual.

- understand that the study of literature and print/non-print media involves initial reading, viewing and listening to the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation
- express feelings, thoughts and ideas about literature, media and real-life experiences through writing and speaking.

Viewing

Concept: Appreciation and understanding of print and non-print materials require an understanding of purpose.

- identify the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information
- interpret and synthesize information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions
- identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced.

Concept: Elements in and structure of an image strongly influence the total effect of its communication.

- understand that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer
- relate the elements of the image to the purpose and message of the image
- understand that manipulative devices are used to persuade the viewer, especially in advertising
- appreciate effects of editing, such as biasing content and enhancing mood or theme
- recognize, interpret and evaluate the affects on the viewer of idealization and distortion in media production.

Concept: Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.

- recognize the intentional use of sound to create an appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer
- discuss the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television; and of language and visual imagery in newspapers or magazines (especially advertising and cartoons)
- discuss combined visual effects, sound effects and language in a mixed-media presentation, television production or film.

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- analyze propaganda and advertising techniques used in visual messages

- discuss emotions, facts and opinions, and the techniques used to express them in print and non-print materials
- evaluate the aura of reality created in visual messages, especially propaganda
- recognize the difference between fact and fantasy in media portrayals of everyday life.

Concept: Visual communication is similar in many ways to verbal forms of communication.

- discuss relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature.
- recognize that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace
- discuss the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer

Listening

Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented.

- distinguish between fact and opinion and use critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side
- identify persuasive techniques, such as glamorous generalities, flattery, appeals to fear or prejudice.

LEARNING RESOURCES

- Selections from the basic learning resources, *Your Voice and Mine 3* and *Straight Ahead,* have been suggested to enhance development of the learner expectations.
- *English 36 Program of Studies/Curriculum Guide*, C: Exploring and Assessing Print and Non-print Media will assist teachers when planning for instruction.
- Teachers are encouraged to provide opportunities for students to use media hardware and software.
- A variety of rural, urban, provincial and national newspapers and magazines will be useful to this thematic study.
- The following videotape from the Agency for Instructional Technology (AIT), *Applied Communication Series* (see page 8) will assist teachers to evaluate student performance and develop learning objectives:

Module	Title
11	Making and Responding to Requests

The learning resources listed below have been identified as potentially useful for English 36. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Alberta Education. *Communications 21a and 21b*. Learning Resources Distributing Centre, Edmonton.

Alberta Education. *Viewing Monograph*. Learning Resources Distributing Centre, Edmonton.

Anderson, Nell. *Media Works*. Toronto, Oxford University Press, 1989.

Barrett, Patsy. "Advertising Comes to School," *Thematic Units in Teaching English and the Humanities*. The National Council of Teachers of English, 1980.

Carpenter, Donna. *Media Images and Issues*. Don Mills. Addison-Wesley, 1989. [A support resource for English 10–20–30.]

Clark, Ruth Anne. *Persuasive Messages*. Harper and Row. New York, 1974. [A support resource for English 13–23–33.]

Duncan, Barry. *Mass Media and Popular Culture*. Harcourt Brace Jovanovich. Toronto, 1988.

Ingram, Roy. *Media Focus 1: The News*. Toronto. Copp Clark, 1989. [Accompanied by a video.]

Johnson, Ron and Jan Bone. *Understanding Film* (3rd Edition). Copp Clark, Toronto, 1986.

Livesley, J., B. McMahon, J. Pungente and R. Quin. *Meet the Media* (Canadian Edition). Toronto, Globe/Modern Curriculum Press, 1990.

Ontario Teachers' Federation. *Media Literacy Resource Guide*. Ministry of Education, 1987. Available through the Government of Ontario Book Store, 5th Floor, 880 Bay Street, Toronto, ON, M7Y 1N8. [A support teacher reference for English 10–20–30 and English 13–23–33.]

Masterman, Len. *Teaching About Television*. Macmillan Press (Gage), Toronto, 1980.

Masterman, Len. *Teaching the Media*. Macmillan Press (Gage), Toronto, 1985.

McLuhan, Marshall. *Understanding Media*. McGraw Hill, Toronto, 1964.

National Film Board of Canada. *Blinkity Blank*. A newsletter about film for and by teachers. NFB, Pacific Centre, Suite 300, 1045 Howe Street, Vancouver, BC, V6Z 2B1.

Pungente, Father John J. *Getting Started on Media Education*. Jesuit Communication Centre, 500, 10 St. Mary Street, Toronto, Ontario, M4Y 1P9, 1985.

FILMS AND VIDEOCASSETTES

National Film Board of Canada: *Media and Society*. 3 videos, 19 films and excerpts, Resource Guide.
- Advertising and Consumerism
- Images of Women
- Cultural Sovereignty
- Shaping Information

ORGANIZATIONS/AGENCIES

CBC Enterprises, Educational Sales Department, Box 500, Station A, Toronto, ON, M5W 1E6.

The Association for Media Literacy, 40 McArthur Street, Weston, ON, M9P 3M7, (416) 394–6990.

The Jesuit Communication Centre, 500, 10 St. Mary Street, Toronto, ON, M4Y 1P9, (416) 923–7271.

Theatrebooks, 27 Bloor Street West, Toronto, ON, M4W 1A3, (416) 922–7175.

SUGGESTED ACTIVITIES

1. a. When planning for instruction, refer to the section "Visions of Distant Objects," *Your Voice and Mine 3*, pages 277–317 and Unit 17, Visual Literacy, *Straight Ahead*, pages 317–324. Enhance student development of media literacy skills and appropriate attitudes toward media using a variety of selections in keeping with students' needs and interests.

   b. Use Resource 1: Media Trends: Sample Lesson Plans—Television, to help organize for instruction. Refer to Resource 2: Key Concepts of Media Literacy, throughout this thematic unit.

2. a. Have students read "The Day the TV Broke", *Your Voice and Mine 3*, page 278, and summarize the meaning orally or in writing.

   b. Provide opportunities for students to write narratives or poems about the control television has on our lives. (See Writing, "The Writing Process", "Predicting, Summarizing and Writing Using Story Charts", "Semantic Maps and Webs", etc.)

   c. Have students read "Voices", *Your Voice and Mine 3*, pages 279–281 and discuss each situation.
   - Encourage students to bring cartoons that portray the influence of TV and other media in our lives.
   - Provide opportunities for students to develop original cartoons on a related topic.

3. a. Have students select a television program they like and one they dislike and write a paragraph for each. (See Writing, "An Opinion Report", "'I'-Search Report".) Encourage students to support their opinions with examples from the programs.
   - Provide opportunities for students to peer or self-edit and hand in a polished product for evaluation. (See Writing, "A Checklist for Assessing Writing", "Assessing Writing", "Peer Response Sheet" and Speaking, "Peer Feedback", etc.)

   b. Provide opportunities for students to write short stories about television, such as:
   - a favourite TV character visits your home
   - you become the director of your favourite TV program
   - your family stars in their own TV sitcom.
   - Have students write a script and produce an original television program. (See "Cliffhangers", "Writing a Script" and "Storyboarding a Script", *Your Voice and Mine 3*, pages 304–312.)

   c. Have students identify television programs that appeal to youth. Have students list the characteristics that they like and dislike for each program.

   d. Provide opportunities for students to analyze, through discussion in small groups, a variety of television programs, using key concepts of media literacy (see Resource 2):
   e.g., – media products are constructs
   – ideology and values
   – the relationship of form and content.

   e. Provide opportunities for students to suggest ideas for youth programming.
   - Refer to "Cliffhangers", "Writing a Script" and "Storyboarding a Script", *Your Voice and Mine 3*, pages 304–312 and have students, in small groups, write, produce and videotape a television program for youth.

   f. Refer to Resource 5: Making and Responding to Requests, *Applied Communication Series*, and complete activities designed to help students interact while developing their television programs.

4. Have students analyze portrayals of reality in television programs using a chart similar to the following.

TV Image	Real Life	Explanation
Police and high speed chases	Routine tasks – speeding tickets – traffic control – reports	People prefer to see glamour and excitement

5. Provide opportunities for students to explore television myths, such as romance, the wild west, the family, life in the future, police work, etc.

6. a. Provide opportunities for students to compare Canadian television programs with similar non-Canadian programs:
   e.g., – costs of buying an American program versus producing a program in Canada
   – products that are advertised
   – pace of program (jolts/minute).

   b. Provide opportunities for students to write and produce a Canadian narrative, soap opera, TV sitcom, radio play, etc.
   - Have students videotape their original programs and show to classmates.

7. a. Encourage students to view fiction and non-fiction television programs and make notes of the commercials using the following format.

TELEVISION COMMERCIAL

Television Program: ______________________ Length of Program: ______________

Intended Audience: (circle correct responses)
- male/female/both
- age category: 2–5 years/6–12 years/13–14 years/young adults/adults

Product: a) ____________________ Number of commercials of this product: a) __________
b) ____________________ b) __________
c) ____________________ c) __________

Intended Consumer: (circle correct responses)
- male/female/both
- age category: 2–5 years/6–12 years/13–19 years/young adults/adults

   b. Provide opportunities for students individually or in groups to compare, relate and draw conclusions or make generalizations about the audience, the intended consumers and the nature of the advertisements.
   e.g., – Commercials in a television program promote products that appeal to particular audiences.
   – Toys and breakfast cereals are advertised during cartoon programs that appeal to children.
   – Cars and beer are advertised during hockey games that appeal to adults.

8. Provide opportunities for students to use the language of television to write and produce commercials, television reviews, newscasts, etc. The language of television will reflect the purpose of the product and includes:
   - visual language such as camera angle, colours, composition (see *Straight Ahead*, pages 317–324)
   - verbal language, such as vocabulary selection, tone of voice, music; persuasive strategies
   - non-verbal languages, such as eye movement, facial expressions, body posture, hand/arm gestures (see Viewing, "Non-verbal Cues").

9. Provide opportunities for students to examine and respond to computer games. Have students determine whether they liked or disliked specific games and state their reasons. The following criteria may be included:
   - pace
   - use of colour
   - target audience
   - interest level.

10. Provide opportunities for students to take part in cross media studies, focusing on a variety of topics, such as the following:

    a. **Sexuality in the media.** Have students compare:
       - the use of sex appeal in advertising
       - feature articles, advertisements, marketing strategies, etc., of magazines, such as *Chatelaine* and *Sports Illustrated*.

    b. **Violence in the media.** Read with students "Violence Through a Child's Eyes", *Your Voice and Mine 3*, pages 292–294. Have students develop a checklist to use when viewing television programs and movies that is designed to record acts of violence in a specific time period. Encourage students to compare the frequency and nature of violent activities in the programs.
    e.g.,

Program: ______________________				Time: From ______ to ______		
Verbal Threat	Push	Slap	Punch	Threat with a Weapon	Death	
					implied	portrayed

       - Provide opportunities for students to discuss levels of violence that may or may not be "acceptable", and whether the type of violence that is accepted varies from person to person or culture to culture, etc.

    c. **Employment and sexuality in the media.** Provide opportunities for students to compare traditional and non-traditional jobs portrayed in television programs, movies, magazines and advertisements.

11. Have students complete a series of cross media activities designed to examine advertising.

    a. Provide opportunities for students to view a film, videotape, etc., such as "Advertising and Media", NFB, to initiate awareness of media and advertising.

b. Initiate activities related to advertising, using the following:
- What is meant by advertising?
- What are the advertising mediums?
- What is the role of advertising in the marketing of goals?
- What restraints apply to advertising?
- What techniques are used in advertisements to appeal to consumers?

c. Refer to Resource 3 and have students provide examples from print and non-print media of advertisements that use each propaganda technique. Chart these and have students add to the chart throughout the term, and develop a bulletin board display.

d. Have students brainstorm a set of questions about advertising to be addressed throughout this thematic unit.

e. Have students clip and bring to class advertisements from various sources. Provide opportunities for students to identify and discuss the appeal in each advertisement and make posters or collages displaying the appeals used. For example, advertising appeals may include:
- self-preservation
- nationalism
- self-esteem
- loyalty to group
- religion
- love of children
- love of family
- romance
- sex
- freedom
- adventure
- prestige
- power
- good time
- individualism
- peer pressure
- love of animals.

f. Read the "The Canadian Code of Advertising Standards", *Your Voice and Mine 3*, page 283, with students and refer to Resource 2. Have students view advertisements and rate them according to the code of standards.
- Distribute copies of Resource 3: Propaganda Techniques and/or Resource 4: Media Literacy: Advertising, and encourage students to identify specific products that use each technique in its advertising campaign.
- Refer to "Adam", *Your Voice and Mine 3*, page 248, and initiate discussion about propaganda, bias and distortion in the news.

12. a. Provide opportunities for students to list items they have purchased during the previous month. Have students determine why they bought the items, and what influence advertising may have had on their decisions. For example, ask students to decide why they bought one brand, rather than another brand of the same item.

b. Have students locate examples of print and non-print advertising that is aimed at the teenage market. Have students discuss marketing strategies that appeal to the youth market, and common elements in the advertisements.

c. Encourage students to view anti-smoking and anti-drug advertisements. Discuss the strategies used to convince youth not to smoke and take drugs.
- Have students discuss the effectiveness of these advertisements.

d. Provide opportunities for students to brainstorm ideas and develop advertisements that are designed to "sell" something other than a consumer product. Have students videotape these and show them to other students, school administrators or the public during a community partnership activity designed to inform people about current issues and concerns. (See "Cliffhanger", "Writing a Script" and "Storyboarding a Script", *Your Voice and Mine 3*, pages 304–312).

13. Assist students to enhance awareness and develop the ability to analyze the purposes, strategies, appeals, etc. of:
    - television marketing channels
    - telethons and other fund raising events using media
    - commercial programs designed entirely to sell a product, such as self-help programs
    - educational networks and programs
    - programs promoting the exchange or sale of second-hand products.
    - Have students discuss how shopping is being merged with information and learning.

14. a. Have students list fiction and non-fiction programs and identify the products and advertising strategies used in each type of program.

    b. Have students compare private and public stations on television and radio, focusing on items, such as program:
    - types
    - sponsors
    - advertisements
    - audience appeal
    - pace (jolts/minute).

15. a. Media and advertising may stereotype people. Refer to "Images", "Age Stereotypes" and "It's an All-white World on Canadian Television", *Your Voice and Mine 3*, pages 285–288, and provide opportunities for students to gather and share information about stereotyping. (Also use Unit 9, Changing Roles, *Straight Ahead*, pages 170–201.)
    - Complete activities from *Your Voice and Mine 3*, page 289 to further develop concepts, skills and attitudes related to stereotyping and media.

    b. Provide opportunities for students to compare advertising and the gender of the intended audience/consumer in a variety of specific media products, such as radio programs or stations, magazines and newspapers.

16. a. Have students in small groups, develop and perform skits in which manipulative devices are used to explain a situation or persuade someone to accept a point of view. (See Resource 3 and Resource 4.)

    Topics for skits may include:
    - selling your car, bicycle, motorbike, boat
    - arriving late for an appointment, a class, or home after a date
    - failing to complete a school assignment, a household chore, a task at work.

    b. Arrange for students to present their skits and have classmates identify the manipulative/persuasive devices used.

17. Have students identify slogans for local and national advertisers, identify the propaganda devices used and discuss the meaning and relevance of each slogan.

18. Provide opportunities for students to develop an advertising campaign for a specific product. Have students use numerous media in their campaign, and a variety of advertising and marketing strategies.

19. Complete a cross media study focusing on broadcasting factual information.

   a. Have students brainstorm fiction and non-fiction television (or other media) programs, place these on a class list and discuss differences and similarities.

Fiction	Non-fiction
movies sitcoms cartoons	game shows talk shows telephone/response programs newscasts nature programs

   - Provide opportunities for students to discuss the classification of re-enactments, documentaries and real-life dramatizations.

   b. Have students compare and make a generalization about products and advertising strategies in fiction and non-fiction programs.

20. a. Have students compare a news item portrayed through a variety of media, such as television, radio, daily/weekly newspapers and tabloid newspapers.

   b. Have students compare television news broadcasts on several stations, such as CBC, private Canadian stations and non-Canadian public/private stations.

21. Refer to Unit 7, News, *Straight Ahead*, pages 127–141, and complete activities designed to assist students to critically analyze news programs and news reporting.

22. Review with students the "5W's + H" of journalism. Using a specific article or item, have students identify the who, what, when, where, why and how of the article/item, and support their responses with details. Help students recognize that the answers to who, what, when and where are usually in the first part of the article/item, while those relating to why and how may be found later or not at all.

   a. Have students summarize/paraphrase orally or in writing the article/item they selected.

   b. Provide time for students to browse through print media at their leisure. (See Reading, "Don't Forget USSR, Dear", etc.)

23. a. The editorial or letter pages of print media may be used for a variety of activities to enhance students' inquiry skills. Promote critical thinking by having students evaluate the opinions expressed on editorial pages and in letters, and articulate their personal opinions on issues. Emphasize how the views of the media staff may influence the readers' opinions.
   - Encourage students to view editorials that are included in visual media, such as TV news programs, and complete activities focusing on critical analysis.

   b. Enhance students' abilities to critically analyze media through discussion, using the following questions:
   - What are the qualities of a good editorial?
   - Why are editorials significant and/or needed?
   - What are purposes of broadcasting or printing letters from the public?

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c. Have students read/view a news item and an editorial based on the same issue. Discuss how the editorial seeks to interpret the significance of the item and reasons why this topic was identified for editorial comment.

d. Have students select an editorial of interest and identify vocabulary that denotes opinions as opposed to facts. (See Resource 3.)

e. Examine the devices the editor uses to argue and persuade the readers/viewers to adopt a certain point of view. (See Writing "A Sequence of Writing Assignments", "Writing Domains" and Speaking, "Preparing a Persuasive Speech", etc.) Have students provide answers to these questions:
- What is the main idea?
- What evidence is offered to support the view? How convincing is it?
- What appeal is used, emotional/logical/other?
- What action does the editor suggest?

f. Examine the cartoons that appear on the editorial pages of newspapers (see Reading, "Using Comic Books and Cartoons in the Classroom"). Assist students to interpret them using the following questions:
- Who does the cartoon character(s) represent?
- How does the cartoon relate to the editorial and/or the headline stories?
- What is the humour in the situation?
- How does the cartoonist use idioms, slang and jargon? (See Writing, "Idioms" and "Slang and Jargon".)

g. Have students develop political cartoons based on current issues in the news. Post and discuss these.

24. Help students realize that reading a newspaper or magazine is different from reading a book. Applied reading strategies will depend on their purpose for reading: skimming an article to get the main idea, scanning the entertainment section to locate a particular movie or reducing the reading rate to enjoy the full meaning of a comic punch line. Familiarize students with the organization and overall format of a newspaper by reviewing the various sections (sports, entertainment, business, local, national and international news). Refer to the front page index listings of the sections/features and their corresponding page numbers. (See Reading, "Reading Rates".)

25. Survey students to determine how many subscribe to or occasionally purchase newspapers and magazines. Have students list specific names and provide two reasons why they made the purchase.

26. Have students compare the size and format of various print materials, and relate these to audience appeal:
e.g., – "fold-out" and "tabloid" newspaper formats
– sizes of magazines, such as *Reader's Digest* and *Maclean's*.

27. a. Review the newspaper with students, including the regular features found in most newspapers such as news articles, editorials, feature stories, comics, advice columns, classified advertisements, horoscopes and obituaries. Determine whether there are features that students regularly read independently, and discuss reasons for reading these sections.

b. Provide opportunities for students to identify similarities and differences among urban and rural newspapers regarding content, format, size, advertisements, organization, use of colour, etc.:
e.g., – *Western Producer* and *The Edmonton Journal*
– *Westlock Hub* and *Calgary Herald*.

28. Encourage students to bring newspaper articles during the duration of the unit, and have students predict the headlines that might be remembered 10, 20 and 50 years from now. Have the students give their reasons for their choices.

29. a. Have students select and read a story from a newspaper. Assist students to discover the meaning of unfamiliar vocabulary using a variety of strategies, such as context, prior knowledge, discussion and a dictionary. (See Reading, "Context Clues", etc.)

    b. Review with students reading comprehension strategies for use with unfamiliar or difficult material. (See Reading, "QAR Strategies", "RAP: Paraphrasing Strategy", "Predicting, Summarizing and Writing Using Story Charts", "Semantic Webs and Maps", etc.)

30. Have students select a news story in the media to follow over a period of time. Ask students to complete a sequential web to summarize the events. (See Reading, "Semantic Webs and Maps".) While following the story, have students note:
    - On what page or in what part of the newspaper/newscast did the item first appear?
    - How much space/time was devoted to the article?
    - Where did it appear on succeeding days?
    - How did the headlines/lead vary?
    - What follow-up occurred in editorials, cartoons or letters to the media?

31. a. Provide opportunities for students to read letters to the editor and discuss the points of view expressed by the writers.

    b. Have students compare personal opinions with the opinions expressed by the letter writers.

    c. Have students write edited and polished letters to the editor of a local newspaper expressing opinions about recent political decisions, current movies, television programs, etc. (See Writing, "The Writing Process", "Computers and the Writing Process", etc.)

32. Have students locate a photograph from a newspaper or magazine and write a narrative. Provide opportunities for students to peer edit and write a polished copy to hand in for evaluation. (See Process, "Critical/Creative Thinking Strategies", "de Bono's Tools for Teaching Thinking: CoRT", "Cooperative Learning"; Speaking, "Peer Feedback" and Writing, "Computers and the Writing Process", "The Writing Process", etc.)

33. a. Discuss freedom of access to information versus censorship in relation to media reporting. Consider the following questions:
    - Can the news be manipulated or distorted? How?
    - Why would anyone want to withhold or distort information from readers?
    - What is "good taste" in reporting?
    - ● Have students locate and share examples of occasions when the media may have been overly aggressive and published pictures/stories that were not in good taste.

    b. Use the following sections from *Your Voice and Mine 3* to enhance learner expectations:
    - "Adam", page 248
    - "Violence Through a Child's Eyes", pages 292–294
    - "It's an All-white World on Canadian Television", page 288
    - "Changing Male and Female Roles", pages 284–285.

34. Provide opportunities for students to write and perform an original play or rock video. Arrange for students to videotape their performances. Discuss the values expressed by the products and how these values may influence others.

35. Provide opportunities for students to develop or refine instruments designed to evaluate media. Have students apply the instruments on several occasions and compare assessments with classmates through discussions, debates, etc.

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36. Use a variety of methods to evaluate student performance throughout this thematic unit. (See Evaluation in the preamble and evaluation instruments in the skills/process sections.)

INTEGRATION ACROSS THE CURRICULUM

OCCUPATIONAL COURSES

- Have students use newspapers to locate and classify current employment opportunities. Relate these to the IOP occupational clusters and employment preparation needs.

- Have students compare the classified advertisements, in particular, the employment sections of rural and urban newspapers.

- Encourage students to list and locate information about employment opportunities related to various types of media. Have students organize their information according to the IOP occupational clusters.

COMMUNITY PARTNERSHIPS

- Organize a field study of a local newspaper office, radio or television station to observe technology involved in:

  - the advertising department
  - the editorial department
  - transmitting the news—technology that receives/displays headline stories and pictures from around the world
  - printing equipment.

- Have the class contribute items to the school newspaper, or publish a school newspaper. Contact in-school and community resource persons with the view to publishing the students' paper. Newsworthy items may include:
  - summaries of school events such as dances, sports
  - sports columns
  - interviews with teachers, administrative staff, support staff, students, coaches
  - letter section
  - advice column
  - short stories/poetry
  - puzzles/games.

- Visit an advertising agency, or invite a representative to the classroom to convey information about media literacy concepts (see Resource 2).

- Provide opportunities for students to produce a video or slide presentation based on their IOP experiences, focusing on community partnership activities. Have students use advertising strategies designed to "sell" the IOP. Use this video to inform parents, community members and groups, and potential IOP students about the program.

- Provide opportunities for students to produce a visual product that focuses on one aspect of the IOP, and use the product during information sessions.

  e.g., - The job interview
  - Finding a job
  - Solving problems at the work site.

- Have students develop a media advertising campaign to promote the school, the community or their views on a relevant issue.

Resource 1

MEDIA TRENDS: SAMPLE LESSON PLANS—TELEVISION

LESSON OBJECTIVES (from Scope and Sequence chart)

CONCEPT OBJECTIVE: Appreciation and understanding of print and non-print materials require an understanding of purpose.

GENERAL SKILL OBJECTIVE: *Students will be expected to* identify the purpose, message and intended audience of print and non-print communications, and use this knowledge to extract information.

SPECIFIC SKILL OBJECTIVES: *Students will be expected to* identify one purpose and the intended audience of specific television programs; e.g., one purpose of television is to sell products by attracting appropriate viewers and potential consumers.

INTRODUCTORY ACTIVITIES: to initiate interest, to introduce "how" and "why" of the lesson. Introductory activities may include questioning, brainstorming, outlining, reviewing, listening, viewing, discussing, reading, listing.

SAMPLE A

- Have students list the television programs they have viewed during a one-week period.
- Have students list programs that their parents/guardians may have viewed during a one-week period. (A prelesson activity may include collecting data by surveying and/or observing the viewing habits of parents/guardians.)
- Tell students that by comparing their two lists, conclusions and inferences about the purpose of television may be made.

SAMPLE B

- Write the following statement on the overhead/chalkboard:

  "The only purpose of television is to entertain the viewer."
- Tell students that the class will examine the statement during the lesson. At the end of the lesson they may agree/disagree with, or require further study of, the statement before making a knowledgeable decision.
- Provide opportunities for students individually or in small groups to develop a list of qualities that may help guide the study or that need to be answered in order for students to achieve the lesson objectives.

  e.g., Is the statement valid?
  Do all programs entertain all viewers?
  What may be other purposes of television?
  Do viewers perceive and respond to television programs in the same ways? If not, why not?

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SAMPLE C

- Ask students to respond to the following question:

  "What are the purposes of television programs?"
  (to inform, entertain, instruct, encourage thinking, sell products, etc.)

- Record their responses on the overhead/chalkboard.

- Tell students that during this thematic unit, the class will examine all the purposes on the list, and that this and the next two or three lessons will focus on the purpose of "selling products".

SAMPLE D

- Have students respond verbally to the following:

  "What are the similarities/differences between public and private television stations?"
  (sponsorship/advertising, types of programs, nature of the audience, hours of operation, etc.)

- Have students complete a chart listing the products that are advertised during specific television programs and the group of individuals who tend to watch the program more often than other groups.

  e.g.,

Television Programs	Who Watches		Products
	Teens	Adults	
Evening News Programs	✓	✓	automobiles, insurance
Hockey	✓	✓	beer, restaurants
Daytime Programs		✓	household products, weight-loss programs
Family Programs	✓		restaurants, films, family vacations

- Provide opportunities for students to discuss or collect additional data.
  e.g., What products are advertised during:
    - Saturday and Sunday morning cartoon programs? (toys, cereal)
    - late night movies? (takeout pizza/Chinese restaurants, films, alcoholic beverages)
    - nature programs? (retail gasoline outlets, environmentally friendly products)

LESSON: to develop the learning objectives outlined, using strategies in keeping with student needs, abilities and interests.

The lesson outline which follows corresponds directly with the Introductory Activity: Sample A.

- Have students compare the similarities/differences between their parent/guardian list and their personal list and write two observations, such as:
  - my mother likes sports programs, my father enjoys movies and I prefer sitcoms.
  - I watch more television than do my parents/guardian.
- Have students share their observations in small groups or in a whole class setting.
- Have students contribute information to a class chart, compare data and discuss observations.
  e.g., Parents tend to watch the same/different television programs than do students.
  Students tend to watch more prime time sitcoms/movies than do parents.

EVALUATION: to determine the degree to which learning objectives have been understood by students.

- Have students organize themselves into small groups to develop conclusions and/or generalizations based on recorded information. Have students select a speaker who will share the group conclusions/generalizations during the final class discussion.
  e.g., Products advertised during specific television programs attempt to relate to the age and interests of the viewing audience.
- Have students write an entry in their journal, or a brief paragraph to be handed in for evaluation. The writing should focus on whether each student agrees or disagrees with the group's generalization about television programs, advertising and audience. Have students support their views with facts from the chart or other related sources.

FURTHER STUDY/APPLICATION: to extend student thinking and study relative to the topic, learning objectives or interest.

- Encourage students to observe the techniques used to enhance messages during television commercials, in preparation for future classes:
  e.g., music, lighting, camera angles.
- Encourage students to bring to class advertisements from print resources for future study.
- Provide opportunities for students to prepare and present a television commercial about an original product.

Resource 2

KEY CONCEPTS OF MEDIA LITERACY

All Media Products Are Constructions

Although the products of media frequently appear to be seamless extensions of reality, they are, in fact, carefully crafted constructions, the results of countless decisions, conscious and unconscious. Meaning and impact are created through selection, context and juxtaposition, as well as formal elements such as shape, colour, light, composition.

The Media Construct Reality

Everyone has a reality construct—a sense of what the world is and how it works. The media must, like humans, shape raw sensory data into coherent representations of reality.

Audiences Interpret Meaning

What a reader makes of a "text" depends on the reader's past experiences, skill in reading and current state of mind.

The Commercial Implications

All media products have commercial implications which shape both their content and their form.

Ideology and Values

All media products contain, usually implicitly, value messages and assumed "truths" about the nature of the world and its inhabitants.

Social and Political Implications

The media have the potential to affect social and political behaviour in a variety of ways.

The Relationship of Form and Content

Different media "codify" reality in different ways: the medium shapes the message.

Media Aesthetics

The media have aesthetic dimensions; greater understanding can lead to greater appreciation.

Resource 3

PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media—television, radio, newspapers, magazines and books—also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Some common propaganda techniques are as follows:

1. **Bandwagon** – Everyone has one! Everyone is doing it! etc.
2. **Card Stacking** – Presents the good or unique factors or presents the worst possible case.
3. **Glittering Generalities** – Describes something in very favourable terms.
4. **Name Calling** – Uses negative words to describe or label someone or something.
5. **Plain Folks** – Emphasizes the attachment to the average/common citizen or majority.
6. **Testimonial** – Uses a well-known or respected person to say that the idea or product is good.
7. **Transfer** – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. **Ad Hominem** – Attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. **Appeals to Emotion** – Uses information to arouse feelings.
3. **Appeals to the Past** – Uses tradition.
4. **Cliché** – Uses timeworn expressions or ideas.
5. **Either/Or** – Limits choice to two or a few when there are many.
6. **Ethnocentricity** – Uses own culture to judge other cultures.
7. **Euphemism** – Uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. **Improper Comparisons** – Compares unlike things.

9. **Irrelevant Proof** – Uses evidence that has nothing to do with the subject.
10. **Jargon** – Uses unintelligible or meaningless words to impress rather than to communicate.
11. **Leading Questions and Statements** – Uses statements and questions to lead to incorrect conclusions (the way it was said, the "context", leads elsewhere).
12. **Omission** – Withholds facts to make faulty conclusion.
13. **Out-of-context** – Lifts a statement out of its entirety in order to suggest a different meaning.
14. **Oversimplification** – Distorts or deceives by giving too simple a reason or explanation.
15. **Poor Analogy** – Compares objects, people or events that are dissimilar.
16. **Poor Underlying Assumptions** – Bases argument on weak stated or unstated assumptions.
17. **Post Hoc Fallacy** – If one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc"—after this, therefore, because of this.)
18. **Single Cause Fallacy** – Singles out a particular contributory cause and treats it as if it was the only cause (or the only one worth mentioning).
19. **Statistical Fallacies** – Uses statistics to confuse people with misinformation.

    Inaccurate samples: size of sample, representativeness, the questions and the questioner.
    Short-term statistics: used to make long-term claims.
    Rates and total numbers: not distinguishing between the two.
    Averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
    Gross statistics: confuses by equating total amounts with individual characteristics.
    Graphs: create illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
    Per cents: uses per cents to prop up a weak argument.

20. **Stereotype** – Uses oversimplified mental picture of a person, place, idea or event.
21. **Straw Person** – claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.
22. **Weak Generalization** – Presents generalization from single example or lack of evidence.

Resource 4

MEDIA LITERACY: ADVERTISING

Purpose: To examine inappropriate marketing practices and to look at provisions in the *Combines Investigation Act* that protect consumers.

OVERVIEW

Sections 36 and 37 of the *Combines Investigation Act* provides protection to the consumer relative to incomplete, distorted and misleading advertising.

TEACHING STRATEGIES

Provide opportunities for students to locate, gather and share examples of advertisements. Have students complete activities designed to enhance media literacy skills and develop appropriate attitudes toward media. For example, have students:

- analyze and compare samples of advertisements of the same product from print and non-print media
- compare advertisements of similar products
- locate or identify advertisements that do/do not promote appropriate marketing practices according to the following categories.

CATEGORIES

1. **Misleading Advertising—General.** Making false or misleading representations by any means.

2. **Unsubstantiated Claims.** Making claims in advertisements, warranties or guarantees that are not based on adequate and proper tests.

3. **Misleading Price Representation.** Selling a product at, or above regular market price.

4. **Double Ticketing.** Charging the higher of two or more prices on an item.

5. **Sales Above an Advertised Price.** Selling an item at a price exceeding the advertised price.

6. **Untrue and Misleading Tests, Testimonials and Endorsements.** Making unauthorized use of tests and testimonials, or distorting the results of tests or the score of testimonials. Using "person on the street" interviews.

7. **Pyramid Schemes.** Inducing or inviting participation in an unlicenced pyramid selling scheme.

8. **Bait and Switch Selling.** Advertising a product at a reduced price and not supplying the product in reasonable quantities.

9. **Image Advertising.** Promoting a product, or the developers of the product, by making a direct or indirect connection with contemporary issues.

10. **Promotional Coupons.** Conditions of the coupon must be stated clearly on the coupon.

11. **Simulations of Product Characteristics/Performance in Advertising.** Simulations must not distort the performance, size, colour, etc., of a product.

12. **Comparative Advertising.** Making use of the name of other products, rather than a fictitious name, when comparing performance, such as:
    - generalized superiority claims
    - performance tests
    - demonstrations.

References

Misleading Advertising Bulletin. Revised Reprint of Selected Articles from Past Issues, January 1976 to December 1984. Marketing Practices Branch, Bureau of Competition Policy, Consumer and Corporate Affairs, Canada. 1984.

Resource 5: *Applied Communication Series*

Module 11: MAKING AND RESPONDING TO REQUESTS

Purpose: To enable students to:

- **use clear, concise language to identify needs and problems**
- **determine the communication skills appropriate for making and responding to requests**
- **make and respond to requests clearly, concisely and completely.**

INTRODUCTORY ACTIVITIES

1. Advise students that requests are made of people regularly. For example:

   - information to clarify or extend understanding
   - action to result in a reaction; a change of behaviour
   - permission to do something.

   a. Encourage students to provide examples of personal experiences of the three types of requests.

   b. Ask students to recall a time when they made a request that was unsuccessful.

      - Have students identify the type of request and reasons why the request was unsuccessful.

      - Help students recognize that many factors contribute to a request being successful, such as:

        - timing
        - clarity
        - preciseness
        - providing adequate details.

2. Responding appropriately to requests is important. Provide opportunities for students to brainstorm a list of behaviours to use when responding to a request. Include the following:

   - direct the response to the person making the request
   - use the person's name
   - restate the request to clarify for yourself and the sender, what will be done, when and by whom
   - follow through on the request.

3. Have students organize themselves into small groups and make a list of the three types of requests. Have students read each request and have the other groups guess the type of request, e.g.,
   - information
   - action
   - permission.

   Encourage students to state their requests clearly and precisely.

4. Introduce the video, Module 11: "Making and Responding to Requests: An Introduction" where requests at a construction site are addressed. Have students find one example of each kind of request.

   a. Have students select one request from the video, assess whether or not it was effective, and be prepared to support their opinion.

   b. View the video and use the following to initiate discussion.

      - Who makes the most requests? Why?
      - Give examples.
      - What communication skills seemed to be important in making and responding to requests at the construction site?

LEARNING ACTIVITIES

1. Provide opportunities for students to make various types of requests orally or in writing. Use the following sample to initiate the activity.

   > Your office has just purchased a new, expensive piece of photocopying equipment from a local supplier. The equipment worked fine during the demonstration when it was installed. Now, however, it is not working properly.
   >
   > You want someone to check the equipment. You would also like someone to do a second demonstration of its use within the next few days. Telephone the service technician and make the requests.

2. a. Have students organize themselves into small groups and write requests. Provide opportunities for students to role play situations where one person makes a request and another responds. Encourage students to organize the requests and responses effectively using the following:

   Analyze the situation. Think about what is needed and who is speaking and who is listening. Gather information and ask questions if you are confused. Identify additional details, such as when and where a response is needed.

   Plan what to say and do. Organize the information or resources you may need to make or respond to each request. Think about your audience, and choose appropriate words. If you are familiar with your audience, an informal tone will do. But if you are communicating with a client or supervisor, communicate more formally. Use courteous titles such as "Ms" when addressing people. Use words that are familiar and easily understood.

   Act. Make or carry out each request or response. Be polite, address people by name. Clearly state the request or response. Tell who, what, when, where. Get feedback if you are communicating in person or over the telephone, to be sure your audience understands. If you are writing, have someone else read the letter or memo. Be honest and complete.

   Follow through. Notify anyone else affected by the request and, if necessary, inform them of what will be done.

b. Distribute "Observation Checklist" and have students complete the forms while they observe the role play situations.

- Provide opportunities for students to discuss the results and offer suggestions for improvements.

3. Encourage students to share requests and responses observed in the workplace. Provide opportunities for students to analyze and evaluate the requests and responses.

4. a. Provide opportunities for students to observe or use electronic mail systems, such as:

   - facsimile (FAX) machines
   - computer networks.

   b. Have students use computers to make requests and develop responses. Review the following steps:

   Plan for your audience. Plan your approach to fit your reader(s), and anticipate his or her reaction. Take time to identify key ideas and essential details. Because you are probably familiar with your reader, it should be easy to select appropriate details to be included.

   Develop a first draft. Some electronic mail systems may limit messages to a few lines. Be concise. State your purpose and include all necessary details. Write only what needs to be said and nothing more. Write everything that needs to be said and nothing less. In other words, keep messages short, simple, direct and well organized.

   Reread and review. Just like messages written on paper, electronic messages can be revised. Reread the message. Is it clear and complete? Have you used words your readers will understand easily? If a message is important or complicated, have someone else critique it before sending it.

   Revise. Use words or terms that your reader will understand. Recheck names, numbers, or model identification codes. Eliminate or change any emotionally loaded words or phrases.

   Finally, when the message is completed, **proofread**. Check the format. If you have a spell check system, use it to search for misspellings. Then look for grammar and punctuation errors.

SUMMARIZING ACTIVITIES

1. Review with students the factors that contribute to successful requests and responses.

2. Introduce and view with students the video "Techniques for Making and Responding to Requests", which shows the variety and frequency of requests at a law office. Have students:

   - find one example of a request
   - identify the type of request (information, action, permission)
   - identify behaviour that shows a character has analyzed, planned and made an effective request or response.
   - decide whether or not Michelle is using an organized approach

- list examples of action words that show Michelle analyzing, planning and making an effective response or request
- be prepared to discuss their opinions.

EVALUATION

1. Have students hand in for formal evaluation written requests and responses, computer printouts of requests and responses.

2. Observe and evaluate students' oral requests during role-playing activities.

FOLLOW-UP

1. Make a chart to post on the bulletin board. Have students contribute to the chart, using personal experiences from home, school or the workplace.
   e.g.,

Requests	Responses

2. Provide opportunities throughout the unit for students to use the requests and responses on the chart to review learning objectives, such as:

   - identifying the type of request
   - rephrasing the request to increase clarity
   - evaluating responses and suggesting alternative responses.

Name: ______________________ Date: ______________________

OBSERVATION CHECKLIST

Person being observed: ______________________

	Yes	No	Unsure/ N/A
Identified self (gave name, title, department)			
Attended (looked at speaker, took notes)			
Gave feedback (asked questions, paraphrased request, used appropriate facial expressions, tone of voice, gestures)			
Planned for the audience (used familiar words, correct business tone and language)			
Stated requests clearly (who, what, when)			
Followed through (confirmed, took action)			

Strengths of person being observed: ______________________

____

____

List one suggestion for improvement:

____

____

____

____

THEME D: WORLD OF WORK: TOWARDS TOMORROW

OVERVIEW

A "World of Work" theme is included at each level in the Integrated Occupational English Language Arts Program. English 36 provides opportunities for students to review concepts, skills and attitudes required to obtain and retain employment. Students will also predict future employment trends and develop strategies to prepare for change. Teachers are encouraged to conference with other IOP teachers to ensure that strategies, skills and knowledge will complement and support student development across the curriculum.

"Towards Tomorrow" is an extension of Theme D: Communicating in the Workplace. In keeping with student need, this thematic unit may be integrated with Theme B: Communicating with Others. Teachers are encouraged to make concurrent use of the program of studies, this teacher resource manual, the program of studies/curriculum guide, the basic learning resources and numerous additional resources to develop the strands and related concepts, skills and attitudes.

ATTITUDE OBJECTIVES

Students will be expected to demonstrate positive attitudes toward:

- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to communicate effectively at the workplace
- monitoring and regulating personal performance
- exercising moral judgment and considering the rights of self and others
- communicating accurately, completely and carefully, while respecting other people, equipment, materials and the environment.

THEMATIC OBJECTIVES

Theme D: "World of Work: Towards Tomorrow" will enhance students' abilities to:

- apply the strands of language and related skills and attitudes to the workplace
- develop skills, strategies and attitudes to accommodate a changing work environment
- develop personal attitudes, beliefs and values about the nature of employment and the workplace
- develop strategies for dealing with factors that may inhibit effective functioning at the workplace.

STRANDS OF LANGUAGE

The following language strands, and related concepts, skills and attitudes are highlighted within this thematic unit.

Viewing

Concept: **Appreciation and understanding of print and non-print materials require an understanding of purpose.**

- identify the purpose, message and intended audience of print and non-print communications, and use this knowledge to extract information
- interpret and synthesize information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions

- follow written, visual and verbal instructions precisely and in sequence, and monitor and review behaviour carefully to assure that all instructions have been followed
- identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced.

Listening

Concept: Listening is an active, not a passive process.

- recognize that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- identify and consider the factors that interfere with effective listening, and attempt to overcome interferences created by the environment, the speaker and other listeners
- observe the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving spoken communication.

- recognize and recall the central and supporting ideas in an oral presentation
- recognize the speaker's attitude, tone and bias
- distinguish between emotional appeal and reasoned argument
- display sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.

Reading

Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfill one's purpose are important life skills.

- identify the purpose for reading, listening and viewing, and extract information based on that purpose
- identify purpose for reading, and select and synthesize relevant ideas
- locate information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods
- use technical publications, trade journals, advanced instruction books and other reference material
- assess and evaluate information in terms of projected use.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

- increase both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognize that comprehension must not be sacrificed for the sake of speed
- expand strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, rereading, seeking assistance
- vary reading rate depending on purpose and material, and use reading rate appropriate to the purpose and complexity of the material
- use skimming as a rapid reading technique, and use scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions
- demonstrate increased ability to skim and scan for required information
- identify and use appropriate methods of reading for studying and other purposes.

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Speaking

Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

- use questions to clarify and expand understanding, and monitor personal questioning strategies
- demonstrate increased facility with explanatory and persuasive speaking in a variety of situations
- develop a topic adequately, arrange ideas in appropriate order, and finish with a concluding statement
- understand and observe the rules and procedures that govern a business meeting
- participate effectively in job interviews.

Writing

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

- write clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone
- prepare a résumé and covering letter for a specific application
- write for a specific purpose and audience, an acceptable report that includes appropriate material located through research.

LEARNING RESOURCES

- Selections from the basic learning resources *Your Voice and Mine 3* and *Straight Ahead,* have been suggested to enhance the learner expectations.
- *English 36 Program of Studies/Curriculum Guide*, D: Communicating at the Workplace will assist teachers when planning for instruction.
- Community partnership/work experience opportunities will assist students to apply classroom learning in the workplace.
- Teachers are encouraged to use the following videotapes from the Agency for Instructional Technology, *Applied Communication Series* to evaluate student performance and develop learning objectives:

Module	Title
1	Communicating in the Workplace
4	Starting a New Job
13	Evaluating Performance
14	Upgrading, Retraining and Changing Jobs

The following learning resources have been identified as potentially useful for English 36. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Alberta Career Development and Employment. *Job Seekers Handbook*, Alberta Government, 1986.★

Alberta Education. *Job Search Information Guide*. Special Education Services, Alberta Education, 1986.*

Alberta Manpower. *Stay Ahead with a Good Attitude*. Career Services Branch, Alberta Manpower, 1984.*

Gough, Nigel and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada, Ltd., 1987. [A basic learning resource for English 23.]

Nemiraff, S. et al. *Words on Work—An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, Toronto, 1981.

Teukel, Studs. *Working*. Ballantine Books, 1985.

Wayman, Tom (ed.). *Going for Coffee*. Harbor Publishing, 1981.

FILMS AND VIDEOCASSETTES

Communication at Work Series (video, 1979). A series of nine videotapes, each giving explicit instruction on appropriate communication behaviours in a variety of work-related contexts.

Video Teacher Series (video, 1987). *Preparing for the Job Interview*: Résumé Writing, Research Methods and Physical Appearance; *Poise and the Art of Job Interviewing*: Tactics and Techniques.

Telephone Talk: How to Use the Telephone (video, 1986). This video discusses the importance of using effective telephone skills and promoting good customer service on the telephone.

SUGGESTED ACTIVITIES

1. Use a variety of materials from *Your Voice and Mine 3* to initiate activities related to gaining and retaining employment, such as:
   - "Short Order Cook" (poem), page 144
   - "Society's Girl" (poem), page 145
   - "Cut", pages 150–153
   - Life Stories section, pages 230–273.
   - Provide opportunities for students to read selections, and complete a series of activities designed to generate interest, such as summarizing, dramatizing or developing a visual presentation.

2. Refer to and use the following sections and activities from *Straight Ahead* to assist student development throughout this thematic unit.
   - Unit 5, The Future, pages 86–102
   - Unit 12, Get That Job, pages 239–254.

★ Resources for CALM 20. Available from the Learning Resources Distributing Centre, Alberta Education.

3. View the videotape, Module 1: "Communicating in the Workplace", *Applied Communication Series*, refer to Resource 1 and complete a variety of activities with students relating to communicating and using problem-solving/decision-making strategies in the workplace. (See Process, "A Problem-solving/Decision-making Framework for IOP", "Critical/Creative Thinking and Inquiry Strategies", etc.)

4. New employees should think about:
   - working conditions
   - job-specific training
   - physical needs
   - pay and benefits
   - rules, policies and procedures

   View the videotape, Module 4: "Starting a New Job", *Applied Communication Series*, refer to Resource 2 and provide opportunities for students to share related personal experiences and complete activities designed to enhance their ability to locate and obtain employment.

5. Assist students to recognize that in order to make decisions about employment, one must know about themselves and the world of work.

   Understanding Yourself + Knowing the World of Work → Making informed Decisions

   a. Ask students the question: "What do you need to know before you make a decision about employment?" Have students organize their responses into the following categories:
      - understanding yourself
      - knowing the world of work.

   b. Have students complete and discuss Resource 3: Personal Inventory.

   c. Have students complete and discuss Resource 4: Personal Fact Sheet Outline.

   d. Distribute Resource 5: The Ideal Job, and have students complete the form and discuss their responses.

6. Provide opportunities for students to begin an employment portfolio to which they will contribute a personal inventory, a fact sheet, samples of application forms, a résumé, a list of references, etc. Instill in students that an employment portfolio is designed to contain valuable information for present and future use. Have students update their portfolios on a regular basis throughout English 16, 26 and 36.
   - Have students use word processing programs to develop and update their employment portfolios.

7. a. Encourage students who have completed work experience or who have had employment experience to share their views about the "Best Job I Have Ever Had".

   b. Have students list the tasks they completed at the work site.
      - Provide opportunities for students to describe how they learned to complete the tasks.
      - Assist students to recognize that tasks were completed as a result of listening to verbal instructions, reading written instructions and interpreting visual instructions.
      - Organize activities designed to enhance student ability to interpret and follow visual, verbal and written instructions. (See Reading, "Following Instructions at Three Levels of Difficulty" and Listening, "Guidelines for Listening", etc.)
      - Provide opportunities for students to give instructions to classmates in written, verbal or visual form. (See Speaking, "Sample Activities for Giving and Following Instructions".)

8. a. Distribute Resource 6: What's That Job All About? and have students complete the form.

   b. Provide opportunities for students to question each other about employment experiences. Encourage students to use a variety of questioning techniques. (See Speaking, "Forming Questioning Chains", "Developing Questions", etc.)

9. a. Have students identify community resources where employment information can be found.

   b. Provide opportunities for students to use community resources to identify jobs that are of interest to them.

   c. Have students select and research a job of personal interest. Research may include:
      - interviewing an employee/employer
      - gathering information using the student service centre or school library
      - locating information through community employment agencies.

   d. Have students select two or three of the most interesting jobs and apply a decision-making strategy to identify the job that may be the most suitable. (See Process, "A Problem-solving/Decision-making Framework for IOP", etc.)

   e. Provide opportunities for students to share their decision, decision-making strategy, supporting data and the resources used to gather information.

10. Select stories or poems from appropriate resources. Have students organize themselves into small groups and prepare to read a selection to the class and initiate class discussion.

11. Provide opportunities for students to review job interview skills.

   a. Have students brainstorm questions that may be asked by an employer during a job interview (see Resource 7). Provide opportunities for students individually or in small groups to organize the questions in categories such as:
      - educational background
      - employment experiences
      - personal attributes/interests.

   b. Have students list questions that a prospective employee might ask during a job interview (see Resource 8).

12. Have students role play interview situations and use Resource 9, to evaluate performances.

13. Share and discuss Resources 10 and 11 with students.

14. Prepare the students for the "World of Work" by conducting mock job interviews. Enlist the help of other teachers, guidance personnel, the work experience coordinator and the administration. Videotape these interviews to analyze students' non-verbal behaviours and the use of social cognitive skills in monitoring the dialogue throughout the interview; e.g., recognizes that the interview is coming to a close and offers the appropriate remarks and a handshake. The following activities will assist preparing students for the interview.
    - Review common interview questions with the students and have them practise giving answers (see Resource 7).
    - Encourage students not to be overly passive in the interview. Discuss with the students questions they may wish to ask (see Resource 8).
    - Discuss appropriate dress for the interview. Have students make posters displaying acceptable dress for both the interview and the job they are seeking.

15. a. Encourage students to collect application forms from various community businesses and organizations. Distribute and have students complete and compare the forms, and insert in their work portfolios.

b. Discuss with students the art of choosing appropriate references. Encourage students to:
   - use the names of former employers, supervisors, teachers or community leaders
   - obtain permission before using people as references, and ascertain whether or not they will comment favourably on the student's background and the skills the student has chosen to highlight
   - select references specific to the job being sought.

c. Provide opportunities for students to role play conversations between the student and the person from whom a reference is sought. The student may wish to request a letter of reference to keep on file to be used as needed. Encourage students to update addresses and telephone numbers of their references.

16. Refer to Resources 12 and 13, and have students complete a personal résumé using the word processor (if available). Have students peer edit their résumés, revise, print a polished copy and insert this into their work portfolio. (See "Applying the Computer", *Your Voice and Mine 3*, pages 184–186.)

17. Refer to Resource 14, have students select an employment opportunity from a newspaper, bulletin board, etc., and write a cover letter. Have students peer edit, revise and hand in a polished copy for evaluation. (See Writing, "Peer Response Sheet" and Speaking, "Peer Feedback".)

18. View the videotape, Module 13: "Evaluating Performance", *Applied Communication Series*, refer to Resource 15 and have students complete activities in keeping with abilities and needs:
    e.g., – developing an evaluation form specifically for their work experience.

19. View the videotape, Module 14: "Upgrading, Retraining and Changing Jobs", *Applied Communication Series*, refer to Resource 16 and enhance students' awareness about the changing nature of employment. Have students identify retraining and upgrading opportunities within the community and organize for community partnerships to enhance knowledge about these facilities/organizations.

INTEGRATION ACROSS THE CURRICULUM

STUDENT SERVICES

- Counselling personnel and work experience coordinators within the school may organize job search workshops for students that focus on many aspects of employment, including gaining and retaining a job. Conferencing with these staff members for direction while coaching students through all phases of the work experience process will be beneficial to both staff and students.

- Invite the school career counsellor(s) into the classroom to provide students with information about future prospects in specific employment areas.

OCCUPATIONAL COURSES

- Encourage students to capitalize on the knowledge of staff members by gathering information, using surveys, personal interviews, etc.

- Have students interview work experience employers or supervisors to gain information about future trends of specific jobs at the work site.

COMMUNITY PARTNERSHIPS

- Invite members of the community into the classroom to present information about employment trends:

  e.g.,
  - an owner/manager of a small business
  - a personnel officer of a large private or public business
  - the manager of an employment service.

- Provide opportunities for students to interview local employees about their employment and upgrading experiences. Have students share information.

- Have students organize and conduct a community partnership activity to identify and locate employment opportunities of personal interest.

- Have students organize field studies designed to identify and visit upgrading and retraining facilities/organizations in the community:

  e.g.,
  - community colleges
  - private/public retraining institutions
  - community further education councils
  - extension opportunities with universities.

- Invite community members to the classroom to discuss changes in their employment tasks over a period of time, possible future changes and required upgrading strategies.

- Provide opportunities for students to investigate businesses that train and upgrade their employees and the nature and location of the upgrading.

Name: ______________________________ Date: ______________

OBSERVING AN EMPLOYEE

In this activity, you will have an opportunity to observe how oral communication is used in the workplace. Identify several employees working in your occupational area. Observe one person conducting business over the telephone. Ask the employee about any special problems that occur when doing business on the telephone. Then use the form below to summarize the employee's comments and to record the listening and speaking strategies used by him or her. Place a check mark (✓) in the appropriate column.

Employee Comments

Listening

Yes	No	
______	______	Did the employee listen with a purpose or intent?
______	______	Did the employee take notes?
______	______	Did the employee ask questions?

Speaking

Yes	No	
______	______	Did the employee use word cues to make the steps or most important points of his or her message clear to the listener?
______	______	Did the employee deliver his or her message with enthusiasm and sincerity?
______	______	Did the employee speak loudly enough for the listener to hear and slowly enough to be understood?
______	______	Did the employee avoid fillers such as "um", "you know" and "like"?

Name: ______________________________ Date: ________________

FEARS ABOUT PUBLIC SPEAKING

The *Book of Lists* (available in most libraries) ranked speaking in public at the top of the list of the fourteen greatest human fears, above such things as death, heights and enclosed spaces. What makes people so nervous about speaking in public? Work with classmates on a list of fears people may have about speaking to a group, especially in the workplace. When you have finished your list, suggest solutions to minimize those fears.

Fears about Speaking	Possible Solutions
1. not having anything to say	decide what you want or need to say and how to say it best
2. fear of making a mistake	prepare by thinking the message to yourself or even practising aloud
3. ______________________	______________________
______________________	______________________
______________________	______________________
4. ______________________	______________________
______________________	______________________
______________________	______________________
5. ______________________	______________________
______________________	______________________
______________________	______________________

Name: ______________________________ Date: ______________

DESCRIBING A COMMUNICATION PROBLEM

Describe a recent communication problem you believe was the result of poor listening skills—yours or someone else's. Who was the sender? What was the message? Who was the receiver? What were the specific barriers to effective listening? How could the communication problem be solved? (You might want to write about a real workplace situation.) Use the following form.

Sender: ______________________________

Receiver: ______________________________

Message: ______________________________

Barriers to effective listening:

____

____

____

Problems resulting from barriers:

____

____

____

Possible solutions:

____

____

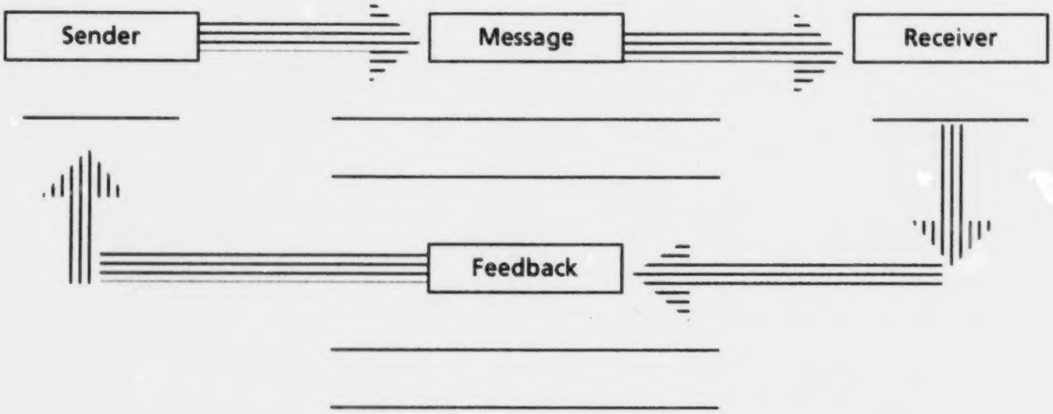
____

Name: ______________________ Date: ______________

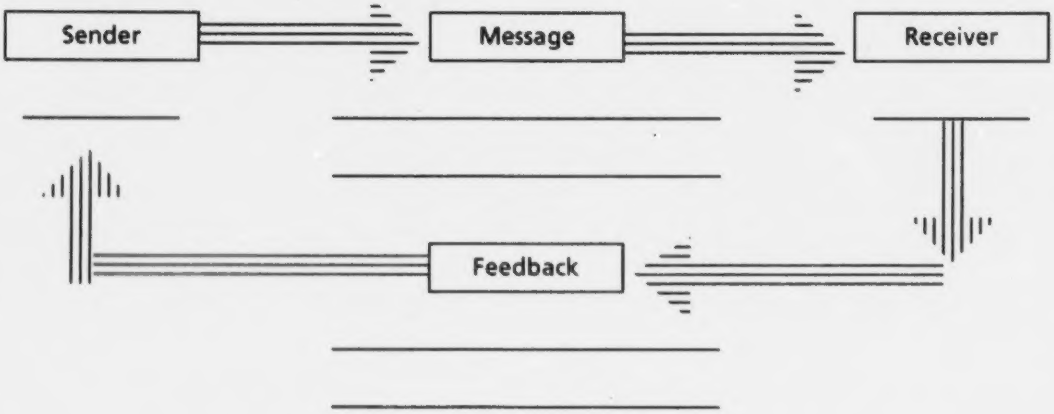
ANALYZING TWO COMMUNICATION SITUATIONS

When you communicate at work, you are both a sender and a receiver of messages. Describe a typical communication situation in your occupational area, one in which you are the sender (Situation 1). Then describe another situation in which you are the receiver (Situation 2). Fill in the blanks of the following models. Prepare to discuss the situations with classmates.

Situation 1: You're the sender.


Sender
Message
Receiver
Feedback

Situation 2: You're the receiver.


Sender
Message
Receiver
Feedback

Resource 2: *Applied Communication Series*

Module 4: STARTING A NEW JOB

Name: ______________________________ Date: ______________

IDENTIFYING AND CHECKING JOB EXPECTATIONS

Think of a job that you would like to have. It may be one that you are qualified for now, or one that you would like to be qualified for in the future. Practise using the systematic approach by filling in the chart below. This will help you identify what you know about the job, and what you would need to find out.

Job title: ______________________

Category	What You Know	What You Need to Check	Questions to Ask
Compensation (pay and benefits)			
Working conditions			
Job-specific training			
Rules, policies, procedures			
Physical needs			

Name: ______________________________ Date: ______________

CHECKLIST FOR STARTING A NEW JOB

Employees expect employers to provide:

________ compensation (pay and benefits)
________ safe working conditions
________ job-specific training
________ explanations of rules, policies and procedures
________ consideration of physical needs.

Employers expect employees to:

________ do the job well
________ be dependable
________ follow rules
________ be well-groomed and dress appropriately
________ have a good attitude
________ be honest
________ be loyal to the organization.

New employees need to know about:

________ the physical environment in which they will be working
________ the requirements of specific job tasks
________ the written material related to job tasks.

Before joining a trade or professional association, employees should consider:

________ if membership is a condition of employment
________ the benefits they will receive
________ the membership fee
________ other advantages of membership in addition to benefits.

To manage job-related stress, employees should:

________ maintain a positive attitude
________ talk about problems
________ plan how to use time and stick to the plan
________ maintain good nutrition
________ establish regular sleep habits
________ avoid alcohol, tobacco, caffeine and unprescribed drugs
________ exercise regularly.

Name: ______________________________ Date: ________________

STRESS MANAGEMENT SELF-EVALUATION FORM

To find out how prepared you are to manage stress on the job, use the form below to rate yourself. Put a ✓ in the column that best describes how often you do what the sentence says. Circle the number next to each item that you need to improve, and develop a plan to help you improve.

	Always	Some-times	Rarely	Never
1. I have soft drinks and candy bars for snacks.				
2. I smoke a pack or more of cigarettes a day.				
3. When I am angry or upset, I keep it to myself.				
4. I put off unpleasant tasks until the last minute.				
5. I follow a regular exercise program.				
6. When I have a problem, I talk over possible solutions with a friend.				
7. When I am rushed, I skip breakfast.				
8. I accept suggestions from other people without feeling resentful.				
9. I drink more than three cups of coffee a day.				
10. In the course of a day, I smile more than I frown.				
11. I get regular sleep in adequate amounts.				
12. I use alcohol and/or non-prescribed drugs.				
13. I plan my time and stick to my plan.				
14. I accept people who are different from me.				
15. When I work with others, I am cooperative and friendly.				

Resource 3

PERSONAL INVENTORY

Completing a personal inventory will assist you to recognize and discriminate between what you would like to do and what you are qualified to do. Answer the following questions with as much detail as possible and update your answers regularly.

1. What are your interests?

   Likes ____________________

   ____

   Dislikes ____________________

   ____

   Favourite school subjects ____________________

2. What abilities do you have to offer an employer (skills/talents, public speaking ability, working with children)? ____________________

   ____

   Abilities needing development ____________________

   ____

   How will you develop these abilities? ____________________

   ____

3. What type of work environment do you prefer? (working alone/working with others, being supervised/supervising others, working inside/working outside, other (specify))

   ____

4. Why do you want to work? (Rate the following reasons according to your needs.)

   ___ Experience ___ Money ___ Enjoyment ___ Career Development

   ___ Something to Do ___ Other (specify) ____________________

5. What are your career and personal goals?

   Short-term ____________ ____________

   Long-term ____________ ____________

6. What type of work would you enjoy doing . . .

   now? ____________________

   in the future? ____________________

7. How can you become involved in this type of work . . .

   now? ____________________

   in the future? ____________________

References

Job Search Information Guide, Special Education Services, Alberta Education, May 1986, pp. 2–9.

Resource 4

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Surname: ______________ First Name: ______________ Middle Name: ______________

Mailing Address: ______________ Permanent Home Address: ______________

Telephone Number: Home: ______________ Messages: ______________

Social Insurance Number: ______________

EDUCATION

		Dates		
School	Address	Start	Finish	Program (e.g.,certificate, general)

WORK EXPERIENCE: OUTSIDE OF SCHOOL

Position	Employer/Company	Address	Dates	Supervisor

WORK EXPERIENCE: VOLUNTEER (e.g., mowing lawns, clean-up committee)

Type of Work	Dates	Skills Learned/Applied

WORK EXPERIENCE PROGRAM INVOLVEMENT

Position	Employer	Address	Dates	Supervisor

NON-SCHOOL COURSES (e.g., first aid, driver training, hunter education)

Course	Certification Date	Skills Learned

ACTIVITIES

Clubs/Sports/Hobbies: (e.g., students' union, 4H, basketball, sewing)

Activity	Dates	Skills Learned/Applied

Equipment Operation: (e.g., adding machine, computer, lawn mower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificate

Awards/Achievements: (e.g., academic, athletic, 4H, service)

Achievement	Dates	Skills Learned/Applied

EXPERIENCE

Note: To help identify your skills and responsibilities, think back to each volunteer or paid work experience situation you were engaged in and ask yourself:

- was I responsible for money?
- did I assist with inventory, ordering or receiving supplies?
- did I operate or repair machinery?
- did I have to keep records or books?
- did I deal with customer complaints?
- did I supervise others?
- did I have telephone answering responsibility?
- did I take care of filing? mailing?
- what machines/equipment did I operate?

Home/Neighbourhood Duties (e.g., shovelling snow, baby-sitting, farm work)

Position: ______________________ Dates: ______________________

Skills Learned/Applied: ______________________

Employer: ______________ Address: ______________ Phone: __________

Position: ______________________ Dates: ______________________

Skills Learner/Applied: ______________________

Employer: ______________ Address: ______________ Phone: __________

Formal Employment (e.g., delivering papers, cashiering, waiting on tables)

Position: ______________________ Dates: ______________________

Skills/Duties: ______________________

Employer: ______________ Address: ______________ Phone: __________

Supervisor: ______________ Address: ______________ Phone: __________

Starting Wage: __________ Leaving Wage: __________ Reason for Leaving: ______________

____

Position: ______________________ Dates: ______________________

Skills/Duties: ______________________

Employer: ______________ Address: ______________ Phone: __________

Supervisor: ______________ Address: ______________ Phone: __________

Starting Wage: __________ Leaving Wage: __________ Reason for Leaving: ______________

____

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who would provide an employer with accurate, positive and honest comments about you. You may choose to discuss these questions with your referees as well.

Questions for Previous Employers

Would you rehire this person?
How long was this person in your employ?
What were this person's duties?
Did this person get along with others?
Was this person reliable? Capable? Punctual?
Why did this person leave your company?

Questions for Personal References

How long have you known this person?
What could you say about the character of this person?
What are this person's areas of strength?
What are this person's areas of weakness?
How do you feel this person could fit into this position/organization?

Resource 5

THE IDEAL JOB

Purpose: To provide opportunities for students to:

- **examine personal views about jobs**
- **increase interpersonal skills through group activity.**

A. Read the following list of characteristics of some jobs. Rank order eight characteristics you believe to be the most important in an ideal job.

B. Compare your views with a small group of classmates, and use decision-making strategies within the group to decide the top eight characteristics of an ideal job. Place the top eight, chosen by the group, in rank order.

Characteristics	Me (A)	Group (B)
Job security is good.		
Co-workers are competent.		
There is opportunity to develop abilities/skills.		
Employees receive enough help and equipment.		
The chances for promotion are good.		
Employees see the results of their work.		
Pay is suitable.		
Fringe benefits are good.		
There is enough time to get the job done.		
Responsibilities are clearly defined.		
Supervisor is competent.		
People are friendly.		
Hours are suitable.		
Surroundings are pleasant.		
Work is interesting.		
There is a cooperative work environment.		
The job is socially meaningful (chance to contribute and be of service to others in some way).		

Resource 6

WHAT'S THAT JOB ALL ABOUT?

In the space provided, glue two help wanted advertisements that interest you.

1:

2:

Answer the following questions about the advertisements.

	Advertisement 1	Advertisement 2
1. What is the job?		
2. How much experience is needed?		
3. What qualifications are needed for the job?		
4. What are the hours of work?		
5. Does the job require a vehicle?		
6. What are the benefits?		
7. What is the salary range for the job?		
8. Where/how can application be made?		
9. What number can you telephone about the job?		
10. Are there any special requirements? (physical, free to travel, etc.)		

Resource 7

INTERVIEW QUESTIONS*

1. Why do you think you might like to work for our company?
2. What jobs have you held? How were they obtained, and why did you leave?
3. What qualifications do you have that make you feel you will be successful at this job?
4. What personal characteristics are necessary for success in this job?
5. Why do you think you would like this particular type of job?
6. What qualifications/experiences do you have that make you feel you are capable of doing this job?
7. Do you prefer working with others or by yourself?
8. In what extra-curricular activities have you participated? Why? Which did you enjoy the most?
9. What courses did you like best? Least? Why?
10. Have you ever had any difficulty in getting along with fellow students and teachers?
11. How was your school attendance? Punctuality?
12. What are your special abilities?
13. What are your strengths and weaknesses?
14. Do you like regular hours? How do you feel about overtime work?
15. Do you like routine work?
16. What do you do to keep a good physical condition?
17. How long do you expect to work?
18. When can you begin work?
19. What kind of boss would you prefer?
20. Can you take instructions without feeling upset?
21. What have you learned from some of the jobs you have held?
22. Can you get recommendations from previous employers?
23. What are your future vocational plans?
24. What do you think determines a person's success in a company?

★ Consult recent Alberta Human Rights Commission documents to identify permissible and non-permissible interview questions.

Resource 8

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

It is advisable to research a company/business before the interview and to prepare questions that you will want answered before you accept employment. Asking knowledgeable questions indicates interest.

- Questions relating to the following are appropriate:
    - orientation and training
    - type of work, duties and responsibilities
    - hours and location of the job
    - opportunities for advancement
    - company policy, procedures and benefits.

- Questions relating to educational opportunities may include:
    - "Will I have the opportunity to learn to operate any new machines or develop new skills?"
    - "Will I have the opportunity to acquire off-site training?"

- Although an employee is entitled to know the wage scale, caution is advised when asking about money. Careful questioning is necessary to avoid the impression that money is the main reason for wanting the job.

Resource 9

INTERVIEW CHECKLIST

Rate the candidates on a scale of 1 to 5 in the following areas (5 being the best).

	1	2	3	4	5
PREPARATION 1. Application/résumé complete and well done.					
2. Familiar with company operations.					
3. Asked related questions.					
4. Related personal experience to the desired qualifications.					
5. References available.					
APPROACH TO THE INTERVIEW 1. Candidate was on time.					
2. Appropriate dress.					
3. Firm handshake.					
4. Good posture.					
5. Eye contact.					
PRESENTATION 1. Positive attitude.					
2. Enthusiastic, willing to work.					
3. Did not show an over-concern about money.					
4. Communicated well.					
5. Appeared relaxed.					
6. Initiated discussion/asked questions.					
7. Displayed good listening skills.					
8. Thanked interviewer at conclusion.					

References

Job Search Information Guide, Special Education Services, Alberta Education, May 1986, pp. 7–9.

	1	2	3	4	5
EXPERIENCE 1. Candidate related experience to position.					
2. Qualifications include related experience.					
3. Candidate has appropriate education.					
4. Candidate is interested in further training.					
Comments: What I like about this candidate.					

Note: This form has been simplified. Usually prospective employers use a more detailed form and a more complex rating scale during an actual interview.

Resource 10

INTERVIEW ERRORS

1. *One-word responses or responses that failed to provide enough information* (71%). By far, this was the most common error. Students often neglected to take advantage of a question by providing sufficient detail. Students often offer only one- or two-word answers to the common questions such as "What have you done that shows initiative and willingness to work?"

2. *Lack of work-related and extra-curricular experiences* (49%). Although this percentage may be inflated by a specific question asking about extracurricular activities, students often failed to link past volunteer and internship experiences to future job performance.

3. *Extreme difficulties in answering a question* (40%). This category included very long delays in responding, not answering the question that was asked, or failure to understand a question.

4. *Little or no knowledge of career opportunities* (36%). Again, this percentage may have been inflated by a question directed at knowledge of career opportunities; however, the large number of students who freely admitted that they had absolutely no knowledge of opportunities in their chosen field was surprising.

5. *Complaining about previous employers or quality of education* (35%). More than one third of the participants spontaneously criticized their previous employers and their schooling.

6. *Bringing up negative, personal information* (28%). A number of students spontaneously brought up deficiencies. In some cases, this negative information alone might have cost them a job; e.g., "I really don't have any work skills."; "I get bored on jobs very easily."

7. *Lack of career focus* (27%). More than one fourth of the participants voiced uncertainty about the careers they were pursuing or stated such varied and unfocused interests that it seemed to be a serious interview error.

Employers were asked to respond to the question "What are common errors made by prospective employees during an interview?" Results in per cent and explanations are listed below.

8. *"Run-on" responses* (21%). Several participants gave such long-winded, rambling responses that they were noted as errors.

9. *Vague responses* (21%). In some cases, responses were sufficiently vague or evasive to be considered significant errors by the observers.

10. *Failure to present skills and abilities* (19%). Certain participants were unable to describe work-related skills and abilities in response to a question asking for such information.

11. *Bizarre responses* (18%). Some participants provided answers that were so unusual that they were considered serious errors. In some cases these responses seemed to be self-depracatory; in others they were not (e.g., "I'm rebellious." a reference to wanting to commit suicide, the use of profanity).

12. *Emphasis on salary* (12.5%). A few participants overemphasized the importance of salary. For example, they made references to choosing a career for the high monetary rewards, made such comments as, "I only work for the money." and complained about previous salaries.

13. *Poor use of grammar* (11.5%). Respondents noted the frequent misuse of grammar and use of slang terminology by participants.

References

Riggio, R. and Throckmotton, B. "Effects of Prior Training and Verbal Errors on Students' Performance on Job Interviews," *Journal of Employment Counselling*, Vol. 24, No. 1, March 1987, pp. 10–16.

Resource 11

WHOM WOULD YOU HIRE?

HELP WANTED

Pretend that you are an employer. You wish to hire three people to work in your store. The following ten students have applied for a job. As the employer, choose three you would hire and answer the questions on the next page.

Judy – When Judy's mother asks her to help around the house, Judy usually says she has to do homework for school.

Ron – Has never had a regular job for pay, but has earned money mowing lawns, shovelling snow, baby-sitting and doing other odd jobs.

Ivan – Has had three jobs in the past year. He quit each job to find a better one.

Aisha – Gets good grades in school. Spends a lot of her spare time studying.

Henry – Worked as a janitor for eight months. He was laid off when business was slow, even though the boss didn't want to let him go.

Kurt – School records show many detentions for fooling around in school. Goes home after school to help get supper ready.

Pat – After practising hard on the school gym team, she takes her time going home because she is expected to help with home duties.

Ann – Checks the help wanted advertisements every day. Has applied to many places trying to find a job.

Kathy – Misses a lot of school. Has done a lot of baby-sitting for the past two years.

Sean – Checks the bulletin boards every week for job openings. Often stops by to ask his counsellor about job opportunities.

In the spaces below, put down the names of the three people you would hire in your store. Next to each name, tell why you would hire that person.	List two questions you would ask each person.

Name ____________ Why? ____________ 1. ____________

____ 2. ____________

Name ____________ Why? ____________ 1. ____________

____ 2. ____________

Name ____________ Why? ____________ 1. ____________

____ 2. ____________

In the spaces, below, put down the names of the three people you would *not* hire. Next to each name, give reasons you would not hire that person.

Name ____________ Why not? ____________________

____

____

Name ____________ Why not? ____________________

____

____

Name ____________ Why not? ____________________

____

____

Resource 12

FUNCTIONAL RÉSUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1
Telephone: 272-5631
Messages: 272-3897
(Between 8 a.m. and 5 p.m. with Mr. Whitecotton)

Planning

Day Camp Assistant: supervised and instructed students aged 4–12 years. Activities included games, crafts and camping exercises.

Teacher Aide: planned and conducted learning activities for kindergarten students as part of a school work experience program.

Students' Union Room Representative: organized events and communicated with planning committees, teachers and fellow classmates.

Leadership

Assistant Coach: provided leadership while coaching a junior soccer team. Supervised games and practices, and instructed players on rules, techniques and sportsmanship.

Public Relations

Sales Clerk: was responsible for customer service, sales transactions and upholding standards in customer relations.

Special Skills

Organize siblings for household chores.
Make meals at home.
Care for my 4H calf.

Education

Presently in high school, Grade 10.

References

Available upon request.

Resource 13

CHRONOLOGICAL RÉSUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1

Telephone: 272-5631
Messages: 272-3897
between 8:00 a.m. and 5:00 p.m.
(Mr. Whitecotton)

Education

1983 – 1986

City High School
9761 – 39 Avenue
Here, Alberta T3M 43J
Graduated June, 1986

Employment History

September 1, 1985 – Present
Part-time employment
Supervisor: Ms June Green
Telephone: 272-3156

Sales Clerk, Spruce Avenue Mall
1476 – 21 Street, Here, Alberta
T3M 43J
- responsible for customer service: in person and over the telephone
- completed sales transactions

July 1 – August 31, 1985
Summer employment
Supervisor: Mr. Boris Brown
Telephone: 272-3752

Grounds Person, Evergreen National Park,
Box 281, Range Hills, Alberta
T6J 4P8
- member of Range Hills campsite grounds crew
- maintained campsite facilities
- participated in tree planting program

July 1 – August 31, 1984
Summer employment
Supervisor: Mrs. C. Black
Telephone: 272-4231

Day Camp Assistant, The Boughs Camp
Box 97, Here, Alberta
T5A 3Z7
- supervision of children (ages 4–12 years)
- assisted day camp leader with activity plans and program evaluation

Volunteer Experience

April – October, 1985

Soccer Coach, Treeside Community League
- organized practice and game schedules
- instructed players on rules, techniques and sportsmanship
- supervised games, practices and tournaments

(Chronological Résumé Handout, continued)

Caroll Résumé **Page 2**

Special Skills

- Organize siblings for household chores.
- Make meals at home.
- Care for my 4H calf.

Additional Information

- Teacher's Aide for kindergarten students as part of my school work experience program (City Elementary School, February to June, 1985).
- Elected Students' Union Room Representative for the City High School, 1984/85.

References

- Available upon request.

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Resource 14

COVERING LETTER

10 Southeast
Mytown, Alberta
T3B 1C9
April 10, 19- -

Mrs. R. Flint
Personnel Officer
Mytown Community Services
Mytown, Alberta
T3B 1C9

Dear Madam:

I would like to apply for the position of community maintenance worker, as advertised April 7, 1990.

I have experience with the equipment used to maintain lawns because I am responsible for the yard work at my home. I also mow lawns for two of our neighbours on a volunteer basis. I can use gasoline and electric hand mowers, a rotary tiller, a lawn tractor and various hand tools. Additional information is included in my attached résumé.

I am available for an interview at your convenience and may be contacted at 296–3170, or messages can be left with Mrs. Marvin at 439–7260 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Terry Miller

Att: (1)

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Evaluating Your Job Performance

Think about how well you:

- know your job
- manage the job
- get the job done
- communicate clearly and precisely
- get along with others.

PERFORMANCE EVALUATION

Name: ____________________ Job Title: __________________ Date: ___________

Purpose: To evaluate the performance of peers or self in the workplace.

Instructions: Evaluate the employee on each performance factor listed below. *Enter one rating for each factor.*

Ratings: **Superior** (performance is exceptional)
Above Average (performance exceeds basic requirements)
Satisfactory (performance meets requirements for the job)
Below Average (performance does not meet requirements for the job)
Unsatisfactory (performance is poor and cannot continue)

Performance Factors	Rating
Demonstrates knowledge of job requirements, skills, procedures and techniques listed on job description	
Produces the quantity of work that has been assigned	
Produces work that meets the standards of quality	
Plans and organizes work assignments	
Meets deadlines	
Follows oral instructions	
Follows written instructions	
Communicates clearly orally	
Communicates clearly in writing	
Demonstrates initiative—does things without being told	
Cooperates with other employees in the work group	
Shows flexibility and adaptability when work assignments change	
Demonstrates dependability—can be counted on to carry out responsibilities and tasks	
Maintains a positive attitude toward people with whom there is job contact	
Attendance	

PERFORMANCE EVALUATION (continued)

General Comments

Identify this employee's two or three most significant strengths or job accomplishments.

____

____

____

____

Identify two or three areas where this employee needs to improve.

____

____

____

____

Write any additional comments concerning this employee's evaluation.

____

____

____

____

____

Overall Performance

Rate the overall performance of this employee (check one):

Superior ________ Above Average ________ Satisfactory ________

Below Average ________ Unsatisfactory ________

Evaluator's Signature: ____________________ Date: ____________

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CHECKLIST FOR EVALUATING YOUR JOB PERFORMANCE

Name: ______________________ Date: ____________

OK	Need to Improve	
		Knowing the job
____	____	I have the knowledge, skills and techniques to do my job.
____	____	I keep up with new job-related technology.
____	____	I am willing to learn new job-related skills.
____	____	I try to expand my knowledge of my job.
____	____	I try to learn from my mistakes.
		Managing the job
____	____	I plan and organize my work.
____	____	I don't waste time.
____	____	I can solve problems when they come up.
____	____	I know how to handle job stress.
		Getting the job done
____	____	I meet deadlines or production quotas.
____	____	I produce quality work.
____	____	I follow through and finish assigned tasks.
____	____	I follow instructions carefully.
____	____	If I see something that needs to be done, I do it.
		Communicating on the job
____	____	I listen actively when someone talks to me.
____	____	I organize my thoughts before I speak.
____	____	I ask questions if I don't understand something.
____	____	I write legibly.
____	____	I write so everyone understands what I mean.
____	____	I review everything I write before I send it.
		Getting along with others
____	____	I act as part of a team.
____	____	I can be counted on.
____	____	I don't complain about the workload.
____	____	I smile more than I frown.

Use the space below to list other issues related to your work.

Resource 16: *Applied Communication Series*

Module 14: UPGRADING, RETRAINING AND CHANGING JOBS

SELF-ASSESSMENT INVENTORY

Name: ______________________________ Date: ______________

Your Interests

Choose the one phrase in each group that is closest to **something you value, something you like to do or something you can imagine yourself doing.** Circle the letter next to the phrase. Circle only **one letter** in each group. **Do not skip any of the groups.** Count how many of each letter you circled and enter the totals at the bottom of the page.

Group I
A. Fix something mechanical
B. Work in a laboratory
C. Write a story
D. Teach people something
E. Sell something
F. Fill out detailed forms

Group II
A. Physical activity on the job is very important
B. Opportunity to solve problems independently on the job is very important
C. Doing a job that is enjoyable is very important
D. Contact with people on the job is very important
E. Opportunity for advancement is very important
F. Job security is very important

Group III
A. Work with my hands
B. Work with ideas
C. Be creative on the job
D. Help other people
E. Supervise other people
F. Follow a fixed routine

Group IV
A. Take mechanical drawing course
B. Take a biology course
C. Take an English course
D. Take a home economics course
E. Take a business administration course
F. Take a data processing course

Group V
A. Raise farm animals
B. Look at the stars through a telescope
C. Attend a concert
D. Teach a Sunday School class
E. Participate in a debate
F. Collect stamps

Group VI
A. Take a shop course
B. Take a mathematics course
C. Take an art or music course
D. Take a psychology course
E. Take a speech course
F. Take a bookkeeping course

Group VII
A. Be outdoors in my spare time
B. Figure out how something works in my spare time
C. Do arts or crafts in my spare time
D. Socialize with other people in my spare time
E. Lead a group to accomplish a goal in my spare time
F. Do hobbies that require following instructions in my spare time

Group VIII
A. Repair a household appliance
B. Collect natural objects such as rocks, insects, etc.
C. Play a musical instrument
D. Do volunteer work for a charity
E. Be involved in a political campaign
F. Keep financial records for a club or group

Group IX
A. Go hiking or mountain climbing
B. Solve a puzzle
C. Act in a play
D. Help a friend with a personal problem
E. Organize an event
F. Put together a scrapbook or a photo album

Number of: As _____ Bs _____ Cs _____ Ds _____ Es _____ Fs _____

SELF-ASSESSMENT INVENTORY (continued)

Your Skills

Choose the one activity in each group **that you do best.** Circle the letter next to that activity. If you have never performed any of the activities in a group, or performed them poorly, skip to the next group. Count how many of each letter you circled and enter the totals at the bottom of the page.

Group I
A. Plant and care for a garden
B. Program a computer
C. Sketch people or scenery
D. Plan entertainment for a party
E. Lead a discussion group
F. Sort and classify paper, books, cards, etc.

Group II
A. Operate power tools
B. Use a slide rule
C. Write news stories or technical reports
D. Talk to people easily
E. Sell things easily
F. Keep accurate records

Group III
A. Make a scale drawing
B. Use a microscope
C. Design clothes, posters, furniture or landscapes
D. Teach children a new skill
E. Give a speech
F. Operate a duplicating or adding machine

Group IV
A. Care for cattle, horses or other farm animals
B. Understand why the moon stays in orbit
C. Write fiction or poetry
D. Take care of sick people
E. Organize a club or society
F. Estimate costs and collect funds for a party or other event

Group V
A. Do routine car maintenance
B. Use algebra to solve problems
C. Sing or play an instrument in a musical group
D. Take care of sick people
E. Organize a club or society
F. Estimate costs and collect funds for a party or other event

Group VI
A. Build models
B. Do experiments with a chemistry set
C. Arrange or compose music
D. Help people who are upset
E. Interview people over the telephone
F. Use a word processor or data processor

Number of: As _____ Bs _____ Cs _____ Ds _____ Es _____ Fs _____

SELF-ASSESSMENT INVENTORY (continued)

Your Experiences

Choose the one activity in each group that you have **done the most.** Circle the letter next to that activity. **Do not skip any groups.** Count how many of each letter you circled and enter the totals at the bottom of the page.

Group I

A. Operated machinery
B. Experimented to figure something out
C. Drew or designed something
D. Taught children or adults
E. Sold something
F. Kept and balanced books

Group II

A. Made something
B. Analyzed a problem
C. Wrote something
D. Helped other people
E. Spoke to groups in public
F. Sorted papers or objects

Group III

A. Repaired something
B. Collected objects from nature
C. Participated in a music or drama group
D. Took care of other people
E. Organized groups of people
F. Classified and labelled papers, objects, etc.

Group IV

A. Built something
B. Invented something
C. Created something
D. Volunteered to help a group, a charity or a service
E. Managed a group, a business or a service
F. Operated office equipment

Group V

A. Grew plants
B. Computed mathematical problems
C. Played or sang music
D. Listened to people's problems
E. Interviewed people
F. Processed data or words

Group VI

A. Raised animals
B. Observed something to see how it worked
C. Made things to give as gifts
D. Joined groups or associations
E. Promoted an idea or a person
F. Managed money for other people

Number of: As _____ Bs _____ Cs _____ Ds _____ Es _____ Fs _____

SELF-ASSESSMENT INVENTORY (continued)

Your Occupational Preferences

Choose the one occupation in each group that **interests or appeals to you the most.** Circle the letter next to that occupation. Count how many of each letter you circled and enter the totals at the bottom of the page.

Group I
A. Fire fighter
B. Dietetic aide
C. Graphic artist
D. Customer service representative
E. Caterer
F. Bank teller

Group II
A. Carpenter
B. Veterinary lab assistant
C. Window dresser
D. Teacher's aide
E. Restaurant manager
F. Bookkeeper

Group III
A. Farmer
B. Draftsperson
C. Actor/actress
D. Cashier/checker
E. Hotel manager
F. Computer operator

Group IV
A. Locomotive engineer
B. Medical technician
C. Photographer
D. Day-care worker
E. Sales manager
F. Data input operator

Group V
A. Pilot
B. Computer programmer
C. Landscaper
D. Counsellor
E. Small business owner
F. Insurance clerk

Group VI
A. Park ranger
B. Automotive technician
C. Interior designer
D. Nurse
E. Real estate agent
F. Medical records clerk

Number of: As _____ Bs _____ Cs _____ Ds _____ Es _____ Fs _____

SELF-ASSESSMENT SUMMARY

Name: ________________________ Date: ________________

1. Copy the total number of letters from the bottom of each page of your "Self-assessment Inventory" in the blanks below. Then total the number for each letter.

	A	B	C	D	E	F
Your Interests						
Your Skills						
Your Experiences						
Your Occupational Preferences						
Totals						

2. Match your totals to the general personality types.

A = Realist — Your Total Number of As = ________

B = Investigator — Your Total Number of Bs = ________

C = Artist — Your Total Number of Cs = ________

D = Sociable — Your Total Number of Ds = ________

E = Entrepreneur — Your Total Number of Es = ________

F = Detailer — Your Total Number of Fs = ________

3. Itemize your results.

The personality type I resemble the most is ________________________

The personality type I resemble second most is ________________________

The personality type I resemble third most is ________________________

4. List the jobs you are interested in, have daydreamed about or have trained for. Next to each job, write which personality type would be most comfortable in that job. If necessary, write a combination of personality types.

Job: ________________ Personality type: ________________

Job: ________________ Personality type: ________________

Job: ________________ Personality type: ________________

Job: ________________ Personality type: ________________

Job: ________________ Personality type: ________________

SELF-ASSESSMENT SUMMARY (continued)

5. Compare the jobs you listed in No. 4 to your own personality types in No. 3. If your personality types *match* any jobs in No. 4, list the jobs here and skip to No. 7. If your personality types *do not match* any jobs you listed, go to No. 6.

6. List jobs or occupational areas that match the personality types you resemble. For ideas, refer to your occupational preferences on your self-assessment, or to literature on personality types.

7. Choose the two jobs from your list that interest you most and that you want to learn more about.

WRITING DOMAINS

Intent of the Author	Sensory/Descriptive	Imaginative/Narrative	Analytical/Expository
INFORM	• newspaper stories • postcards • thank you notes • telephone messages • charts • forms • eyewitness reports • logs/journals • instructions	• newspaper stories • instructions • recipes • biographies • eyewitness reports • reports based on interviews • conversations • logs/journals	• explanations • comparisons/ contrasts • paragraphs about a sequence of events • reports based on indirect sources of information
ENTERTAIN	• descriptions • poetry • mime • stand-up comedy	• short stories • biographies • tall tales • riddles • cartoon strips	• science/nature television programs • documentary programs • historical movies/ novels
PERSUADE	• advertisements • political speeches • charity campaigns	• parables • fables • advertisements • dramas	• propaganda • editorials • advertisements • opinions • debates • advice
LITERARY/ AESTHETIC	• poetic descriptions • expression of feelings and actions • "sights and sounds" assignments	• short stories • haiku, cinquain • myth, legend • "memorable time" assignments	• plays • ballads

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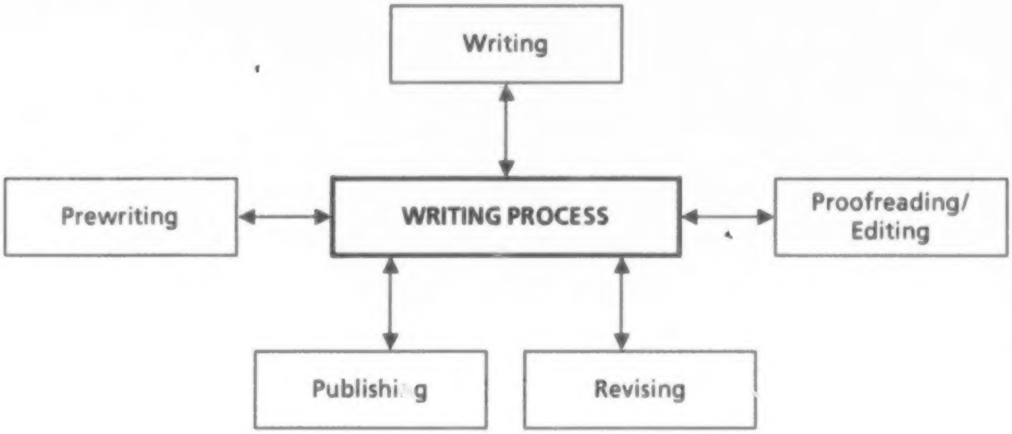
From *The Writing Lab*, Alberta Vocational College, 1987.

THE WRITING PROCESS

The WRITING PROCESS is recursive, rather than linear. WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS.
e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The WRITING PROCESS includes the following:

PREWRITING ACTIVITIES

1. Generate ideas:
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.
2. Organize information:
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc., to generate and organize information
   - recognize personal feelings about the subject, topic, main idea
   - determine the purpose of writing
   - write a thesis statement.

   The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view:
   e.g., People from all over the world travel to Alberta for their summer vacation.
   - discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus:
  e.g., focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.

WRITING ACTIVITIES

Students write several drafts for teacher, peer and self-editing. Teachers should prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Writing, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students should:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students revise their writing following teacher, peer and self-appraisal. Various strategies can be used when revising material:
- read aloud to self or a classmate
- read writing aloud, record and play back
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true, and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, added, removed?
  - What is good? Needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students should:
- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students should write or use a word processor to print a final copy.

Strand: Writing

WRITING PROCESS

I. Prewriting

1. ESTABLISHING THE CONTEXT

1. Focusing prior knowledge
2. Building background

through

- listening to tapes, music, readings and environmental sounds
- discussing
- experiencing and observing
- brainstorming
- playing and inventing games
- role playing
- reading
- viewing pictures, videotapes, films
- interviewing
- semantic mapping

2. FOCUSING ON THE WRITING TASK

1. Forming intentions
2. Making decisions in keeping with the writer's intention, regarding:
   - form
   - audience
   - purpose
3. Gathering ideas about:
   - content
   - vocabulary
   - order
   - relationships among ideas

through

- brainstorming
- jotting down words and ideas
- questioning
- talking in small groups
- note-taking
- using reading models
- developing storyboards
- webbing
- listing and classifying words and ideas
- using RAFTS

II. Active Writing

3. COMPOSING AND WRITING THE FIRST DRAFT

1. Making initial selection of ideas, words and sentences
2. Incorporating emerging ideas or information
3. Consulting, if necessary, with teachers or other students
4. Continuous editing and note-making

III. Postwriting

4. EDITING AND PROOFREADING

1. Reading for clarity and cohesion
2. Sharing for affective response and constructive feedback
3. Making decisions about reordering, deleting or adding ideas
4. Proofreading for:
   - mechanics
   - spelling
   - grammar
   - usage
   - punctuation

through

- reading aloud
- listening to one's written work read aloud by others
- taping for revision purposes
- sharing in small groups
- conferencing with teacher
- using editing groups or partners
- using proofreading stations

5. RESPONDING

1. Informal sharing of written work in class
2. Presenting written work personally to a variety of audiences
3. Publishing for a wider audience
4. Reconstructing in another medium

through

- reading aloud
- displaying work in the classroom or other areas of the school
- publishing in newspapers, newsletters or anthologies
- scripting and presenting readers' theatre
- creating murals, mobiles, dioramas, posters
- choral speaking
- dramatizing
- presenting puppet plays
- producing audio-visual presentations
- taping with sound effects and music

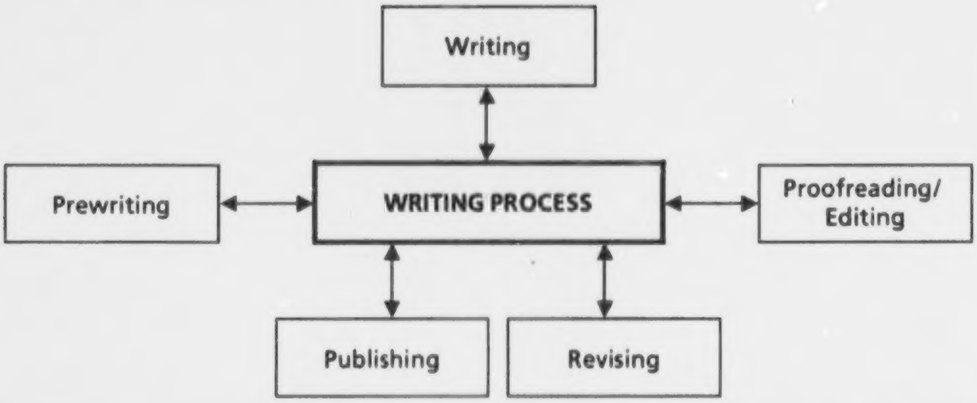
F[illegible]mission to reprint material, grateful acknowledgement is mad[illegible]e developers, The Language Arts Team, Program Services Cent[illegible]gary Bo[illegible]of Education, 1988.

COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and postwriting performances. Computer-assisted activities could include:

- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The WRITING PROCESS is recursive, rather than linear. Writing involves continuous movement between and among the various stages in the process.
e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The following illustrates computer/word processing program use in the language arts classroom.

Prewriting ←→ **Writing** ←→ **Postwriting**

Prewriting

- Brainstorm/recall topics, vocabulary, descriptive phrases, facts, details, generalizations.
- Identify the audience.

Writing

- Use computer functions to organize and sequence material generated during the prewriting activity.
- Write first draft.
- Edit individually or by conferring with peers, teachers.
- Revise using the computer functions of inserting, deleting or moving.
- Edit as needed.

Postwriting

- Review and polish a final version, focusing on correctness and precision. Make changes as necessary
- Print and share final copy with several audiences including peers, teachers, administrators and the school newspaper.

References

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

COMPUTER COMMUNICATION

Purpose: To provide students with:

- **practical applications of computer, writing, reading and editing skills using appropriate software**
- **opportunities to communicate beyond the classroom using computers**
- **a real audience for writing**
- **opportunities to peer and self-edit and read written materials produced by peers.**

Students should:

- develop an awareness of and use computer vocabulary associated with electronic communication; e.g., electronic databases, downloading, uploading, data transmissions, access codes
- recognize the basic concepts of electronic communication
- identify a wide variety of electronic communication devices and services; e.g., pocket pagers, cellular telephones, teleshopping services, fax transmissions, teleconferencing
- demonstrate the ability to send and receive electronic mail
- demonstrate the ability to access a remote data bank to search for specific information
- explain the function of a modem
- demonstrate correct operation of a modem
- identify the advantages/disadvantages of electronic communications
- calculate the potential cost of electronic communication with computers; e.g., telephone hookup, long distance charges, membership to messaging services and/or data banks.

TEACHING STRATEGIES

Connect two computers in the classroom and provide opportunities for students to "talk" to each other on the network.

Connect computers in one classroom with those in another classroom. Have students communicate through notes, letters, games and quizzes.

e.g.,
- Have students use questioning techniques to identify the classroom, teachers or students in the networked classrooms.
- Have students use questions/answers strategies to communicate school events, issues in the news, etc.

Electronic Mail (E-Mail). Organize a pen pal system with another school. Connect computers through modems and have students communicate information about themselves, their school, their community partnerships, current community issues, etc. Reprogram to transmit letters at reduced rates after midnight.

Bulletin Boards. Bulletin board systems are temporary and therefore, should be read and responded to daily.

Data Banks. Connect computers with systems that enable students to access information for research or other purposes. Data banks are generally found in school libraries.

JOURNAL WRITING

Many approaches to the journal writing component of the English program are possible. A prime benefit may be that journal writing encourages an expression of the student's own voice which may be lacking in the overall written demands of the total school program. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand their use as a learning tool by offering specific, non-threatening suggestions. Computers and word processing programs could be used by students for journal writing.

SUGGESTIONS FOR JOURNAL WRITING

- use journals actively and often
- encourage students to use a loose-leaf binder
- partake in this activity, and share selected entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read entries to gain insight into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write
- journals are not for everyone . . . but students may only find that out by trying.

TITLES AND TOPICS FOR JOURNAL WRITING

• Community Partnership Log	– comments and descriptions of projects – new words/technical vocabulary to learn – sketches, diagrams, explanations, questions
• Science Journal	– definitions of terms – notes on observations – notes on concepts that are not understood
• TV Viewing Journal	– schedule for viewing – programs watched and reasons – summary of a TV movie enjoyed recently – summary of events of a serial program with predictions
• Social Studies Journal	– reactions to controversial issues in the news: – elections – laws – travel
• Personal Growth Journal	– this could be a form of diary summarizing concerns at home, friendships, difficulties with friends.

References

Fulwiler, Toby. "Journals Across the Disciplines," *English Journal* Vol. 69, No. 9, December 1980, pp. 14–19.

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A SEQUENCE OF WRITING ASSIGNMENTS

Developing the writing skills of Integrated Occupational Program students involves not only a linear sequence of progressively more demanding skills, but also practise in previously acquired skills applied to novel contexts. Ideally, students will learn **more**, and **become better** at what they already do. The sequence of assignments proposed in the following pages advocates a spiral approach where one concept or skill will lead to another, more advanced, concept or skill. Individual differences in growth rates and patterns may mitigate against any universal sequence or pacing. The following suggestions may be useful for designing a progression of writing assignments that will allow language experiences to build upon and reinforce each other. The art of sequencing also involves altering and adjusting the assignments to suit the individual needs and growth patterns of students.

The most important characteristic of the writing program is that it provides **successful writing experiences** for all students by:

- facilitating the development of students from their present skills and knowledge base to progressively more advanced levels
- structuring assignments in ways that ensure the success of every student in the class.

Students may require assistance in the basics of writing, such as grammar, syntax, development, coherence, organization, spelling or punctuation. Students may be concrete, rather than abstract thinkers. Teachers are encouraged to use language and experiences familiar to students in initial writing assignments.

Using word processing programs may assist students to write. (See Writing, "Computers and the Writing Process".)

MEMORY WRITING (Grade 8 through Level 36)

It is common to find memory writing among the first assignments. Perhaps it is a favoured direction because it lends itself so well to a wide range of writing abilities, always beginning with where the students are at in the developmental process, and what they know best. In addition, the writing experiences can readily be integrated into the thematic approach advocated. Thus, memory writing might include the following assignments.

A DESCRIPTION OF A FAMILIAR PLACE

This assignment is readily structured to adapt to the writing abilities of all students. The focus is on sensory detail and concrete experience. With the more competent and developmentally mature students, experiment with requiring an expository or analytical edge to this writing. For example, have students explain the psychological reasons why the place attracts them. This assignment is effective in that students can easily generate specific details due to their familiarity with the subject matter (a place they know well). They are required by the assignment to find a controlling idea (a unifying thesis) for the work that is the identification of the psychological reasons behind their attraction to their favourite place, and they are forced to analyze as opposed to merely describe. The process of analysis, however, is facilitated through the description itself and grows naturally from it. Thus, the student is forced to make certain assumptions and conclusions about observed data, but since the data is so familiar, he or she is able to work within the abstract framework with comparative ease.

For example, one student's description dealt with a place where he sought shelter frequently—his car. The work, entitled "Heavy Chevy", described the plush interior of the car as a private world, which he used as an escape from the public, crowded world of home and school. The student then proceeded to explain that the car was something he owned rather than shared with others, and that it became a quiet place to think about his goals and dreams.

A BIOGRAPHICAL SKETCH

"A Biographical Sketch" might be the next assignment in the sequence. Specific topics might include someone who has had a profound effect on a student's life; a hero, the object of a "crush", a film star, or a sports personality. Look for student growth along the following stages:

- stage one – contains only physical descriptors
- stage two – consists of role information and descriptions of specific concrete behaviours
- stage three – includes general evaluations; e.g., "nice", "generous"
- stage four – includes general recurring behaviours; e.g., "he always wants to be boss"
- stage five – includes a description of psychological characteristics.

The analytical section of this assignment is the identification of an overriding quality about a specific person's behaviour that may cause him or her to dress, speak or act in a certain manner. To an extent, the students are asked to psychoanalyze someone's personality, looking for certain cause–effect relationships between personality traits and overt behaviours (stage five).

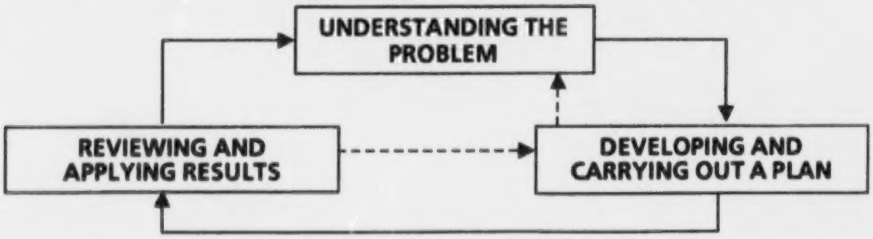
NARRATIVE WRITING (Grade 8 through Level 36)

Narrative writing encourages students to develop in the abstract domain. Provide opportunities for students to apply critical and creative thinking strategies (see Process), such as brainstorming, semantic webbing and mind mapping to expand their imaginative capabilities. The creative expansion of ideas may enhance students' abilities to think in the abstract, rather than the concrete mode.

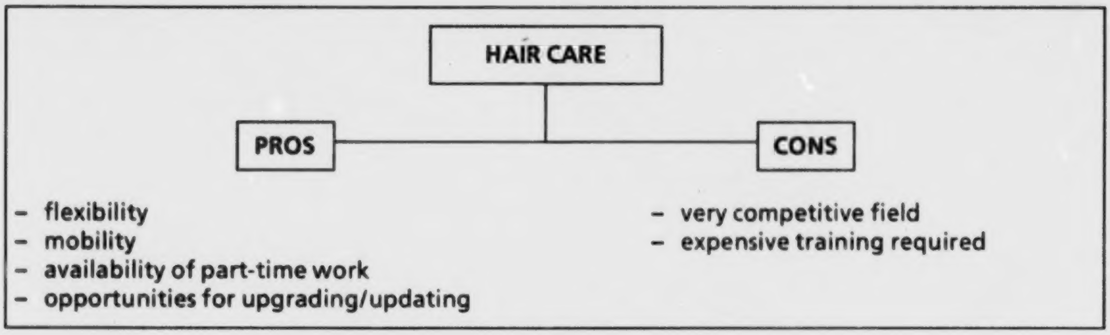
PROBLEM ANALYSIS WRITING (Levels 26 and 36)

The problem analysis assignment appears to take one step backward but actually takes a few forward. The step backward, if it can be so termed, is the focus on a personal problem; the steps forward result from the students' examination of several courses of action, options or feasible solutions in which they analyze the strengths and weaknesses of each.

Begin by providing students with a simple problem-solving framework such as:

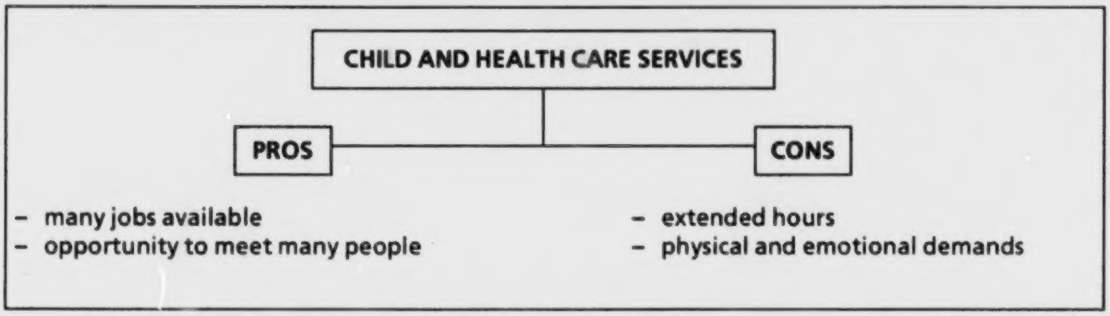

UNDERSTANDING THE PROBLEM
REVIEWING AND APPLYING RESULTS
DEVELOPING AND CARRYING OUT A PLAN

This type of analysis may appear sophisticated but students can usually comprehend it with relative ease when working with a familiar topic, such as a personal dilemma. Students might write about their confusion over an issue, such as which occupational course they should choose. They should discuss the advantages and disadvantages of two or more choices, and then weigh the pros and cons of each to arrive at priorities. For example, the student who is deciding whether to enroll in "Hair Care" or "Child and Health Care Services" may, in the prewriting stage, develop a semantic web as illustrated below:


HAIR CARE

PROS
- flexibility
- mobility
- availability of part-time work
- opportunities for upgrading/updating

CONS
- very competitive field
- expensive training required


CHILD AND HEALTH CARE SERVICES

PROS
- many jobs available
- opportunity to meet many people

CONS
- extended hours
- physical and emotional demands

The very process of examining the advantages and disadvantages, weighing priorities and looking for feasible direction is a skill that students can transfer to a problem analysis dealing with a more academic topic outside the personal realm. Such writing is often required in other courses students are taking.

RESEARCHING AND REPORTING (Levels 16 through 36)

Gathering knowledge is prerequisite to many assignments based on writing and abstracting from new material. Students can learn to acquire information from within and outside of themselves, even though it may be a difficult leap to rely on the information and thought processes of others. (This assignment should be attempted when students have developed strategies for solving problems independently.)

Information sources within oneself:
- what invention constructs (imagining)
- what memory stores (recalling)
- what logic infers (reasoning)
- what intuition reveals (meditating).

Information sources outside of oneself:
- what the environment shows (witnessing)
- what other people know (interviewing)
- what records store—books, films, tapes (researching)
- what experiments prove (examining).

Students will often be asked to interview a friend, a family member or their employer, in assignments for occupational courses in order to gain insights into the world of work. Structuring an "'I'-Search" report as an integration assignment with these courses will be of great benefit to students. (See Writing, "'I'-Search Report".)

To report on information that originates from within themselves, students may choose to write a saturation report in which they not only observe and communicate but also experience a situation in order to complete the writing assignment. For example, they may simulate the experience of being handicapped (confined to a wheelchair for one school day, etc.) or living in extreme poverty (fast for one day or only permitted to eat one serving of food, etc.).

A more demanding assignment would request students to synthesize information from two or more sources outside of themselves and analyze, evaluate and report.

PERSUASIVE WRITING (Levels 26 and 36)

Persuasive writing requires the ability to discern the perspectives of others. Initial role playing and role switching activities, such as the following, will help to set a focus:

> Divide the class into groups of four. On prepared cards, present students with a problem, as well as the names of four stakeholders (each student has one role to play). Begin the role playing by having each student role play the individual assigned. Then, without warning, have students pass their cards to the right and assume the new role. For example, the problem could be cheating on examinations from the perspective of the student, other students, the teacher or the principal.

In summary, IOP students must be given many and varied opportunities to write. These assignments must provide for success by incorporating individual student's needs and abilities. Any writing assignment can be adapted to provide for student success. Further ideas for structuring writing assignments can be found in:

- *Active Voice: A Writing Program Across the Curriculum.* James Moffett. Boynton/Cook Publishers Inc., 1981.
- *A Success Curriculum for Remedial Writers.* Gerald Camp, Regents of the University of California, Berkeley, 1982.
- *Talking into Writing: Exercises for Basic Writers.* Donald L. Rubin and William M. Dodd, National Council of Teachers of English, 1987.
- *A Sourcebook of Consequential Composing Activities.* Marlene Scardamalia, Carl Bereiter, Bryant Fillion. OISE Press, Toronto, 1981.

SAMPLE ACTIVITIES FOR A SEQUENCE OF WRITING ASSIGNMENTS

MEMORY WRITING: A MEMORABLE TIME

Purpose: **To write a short composition (minimum of one paragraph) about a memorable time in your life.**

Follow these steps in your writing.

A. Prewriting

1. Think about the times/events in your life that were happy/safe or frightening/sad. To aid your thinking, draw two columns. Label one "Happy/Safe" and the other "Frightening/Sad". Now jot down ideas from your past under each heading.

2. Decide which time from your past was the most memorable. Circle it. This will be your topic. Think about this topic and its importance to you. What would you like to convey to your reader about the topic? By thinking about your reasons for wanting to write about this particular topic, you will discover your purpose for writing and your main claim or thesis. Write this purpose down in one sentence.

3. List at random as many details (supporting evidence) as you can about your topic, using all of your senses to recall it: sight, sound, smell, taste, touch. List thoughts and feelings that you had at the time, or ones that occur to you now. List any descriptive words or phrases that come to mind.

4. Put a check mark beside the details that you want to include in your writing. Number these items in an appropriate order.

B. Writing

1. Write (double spaced) the first draft of the assignment. You might want to begin with your central idea or thesis so that your reader/audience will know what you are going to write about, or you might just let the details of your account create the mood on their own.

2. Write freely, without worrying about grammar or spelling. Try to follow the order established in the prewriting so that your reader can easily follow what you are conveying. For instance, a story (narrative) usually has a beginning, a middle and an end. Your organization can always be changed or improved upon in your next draft. The important thing at this stage is to get your ideas down on paper.

C. Revising

1. Read your writing to yourself first (once silently, once aloud). Make any changes or notes to yourself in the margin . Then read it to your teacher or to a fellow student as directed. This step is a check for content, not mechanics. Your audience should check:

   - Is your main idea clearly expressed? Does your purpose come through clearly?
   - Is there good/sufficient detail to support your thesis?
   - Is there a logical, easy-to-follow development of ideas, or does the reader "get lost" at some points?

   Note the reactions to your writing, especially what your audience thought were the best parts or aspects of your writing.

2. Write a second draft, revising the first (not merely recopying). Be prepared to add (more detail if required), delete (remove weak parts), move ideas (for better organization) or change parts of the original.

D. Proofread/Edit

1. Reread yourself and check for spelling, punctuation, grammar, word choice, etc. Use a dictionary and an English handbook, if necessary.
2. Read the edited draft to your teacher or a fellow student as directed. Correct any remaining errors.

E. Publish

Write or word process a neat, final copy.

Note: Label each draft (first, second, third, final, etc.) and keep all prewriting lists so that it is clear what steps have been taken to produce the final writing.

MEMORY WRITING: DESCRIBING A FAMILIAR PLACE

Purpose: To write a paragraph/report that vividly describes a place.

A. Prewriting

1. Take a few minutes to brainstorm a list of places you've been to. Don't rush and don't censor your ideas. Just list places that come to mind. Make those places specific. If you list the Calgary Zoo, for example, list specific areas of the zoo you remember well. Visualize the place in your mind. This often works to trigger more ideas.

   Here are some suggestions to start you thinking. Think about:

   - specific places in your home
   - places out of doors, places with sand or water or cliffs, etc.
   - stores, schools, jobs
   - secret, dangerous or peaceful places
   - places you've known very late at night or very early in the morning
   - a highway, a street, a path
   - a place you knew when you were very young.

2. Look over your list and star a few places you have a feeling for, whether it is a positive or negative feeling. Circle the place that you recall the most vividly. This will become your subject.

3. Freewrite (non-stop writing for 10 minutes).

   Put yourself in the place you have chosen. For 10 minutes direct your writing to describing the place in the present tense, as if you were there now. For example, "I am sitting on the steps looking down to the basement. It is dark, except for the crack of light under the door . . ." (If present tense hampers you, then use past tense.) Try to include in your writing all of the details that you can recall; specific sounds, smells, tastes, textures, sights, etc.

   Write steadily, without rushing, without stopping, without editing.

4. Reread your freewriting and mark or highlight whatever ideas, words or phrases you like. If more ideas come to you, list them at the end of your freewriting. If you were not pleased with your choice of a place, choose another from your list and freewrite about it for 10 minutes.

B. Writing

Write the first draft of your descriptive paragraph. Take whatever ideas you liked from your freewriting and include them in this draft. Remember that you are trying to convey to your reader a strong sense of the place you recall. Begin with a general impression or mood of the place and then use specific/concrete details that appeal to the senses. Include images or comparisons that will help the reader to experience this place as you did.

C. Revising

1. Read your writing to yourself and make any changes that you wish to make.

2. Read aloud to your teacher or fellow student(s), as directed. The audience should be reacting to the content and organization of the paragraph and should check such things as:

   - Is it clear what place is being described?
   - Does the writer give a general impression of the place?
   - Are there specific/concrete details that support this general impression?
   - Are there good, sensory details that appeal to the senses? Which senses?
   - Does the writer use any imagery or comparisons to add vividness to the scene being described?
   - Is the description easy to follow? Is there a pattern to the organization of the details (near to far, top to bottom, inside to outside, etc.)?

3. Write the second draft (adding to, deleting, changing, reorganizing, etc.) based on the feedback you get from your reader/audience.

D. Proofreading/Editing

Proofread by reading work aloud to yourself first, and then to your teacher or fellow student(s), as directed. Check points of grammar, punctuation, etc., with an English handbook.

E. Publishing

Write or word process a neat final copy.

MEMORY WRITING: A BIOGRAPHICAL SKETCH

Purpose: To write a biographical sketch about a member of your family, someone you know well or a historical/current important individual.

Length: approximately three paragraphs.

A. Prewriting

1. Begin by identifying your point of view toward the subject (affection, admiration, curiosity, irritation, tolerance, etc.).

2. Now write a thesis statement (purpose of writing) that introduces the reader to your subject, makes the reader want to know more, suggests what details will follow and conveys the writer's point of view about the subject; e.g., "My mother, bless her, is as stubborn and independent at 75 as she was as a young woman.".

3. Below your thesis statement, write three headings:

   Physical Details Personality Traits Life Experiences

   Under each heading, list approximately ten details that support your thesis statement.

4. Read over your lists and consider each detail. Do they support your thesis statement? If a detail doesn't fit, cross it off; or, if it seems like an essential element, modify or change your thesis statement in order to accommodate it.

5. Decide on a method of organization that will develop your thesis statement so that the reader will react to your subject in the same way that you do. To help determine a method of organization, look at your longest list of details. If it is personality traits, you might focus your writing on these details, and use information from the other two lists only as needed to sharpen that focus.

B. Writing (first draft)

1. Start with a short, first paragraph to introduce your subject in an interesting way and state the information in your thesis statement.

2. Write one or two body paragraphs developing your point of view toward your subject according to the pattern of development decided upon.

3. Write a short concluding paragraph, summing up your point of view and/or ending with a clinching statement about your subject.

C. Revising

1. Read your composition aloud to a fellow student, the class or your teacher. Your audience should consider:

   - What point of view was expressed by the thesis statement?
   - What details best support the thesis statement?
   - Around which category was the draft organized (physical detail, personality traits, life experiences or a combination of two or three)?
   - What reaction did the writer lead you to have about the subject?

2. Write a second draft, revising the first where necessary. This may involve adding details, deleting material, changing details or structure, etc.

D. Proofreading/Editing

Correct grammar, spelling, punctuation and sentence structure. Reading aloud to another person may be the best method to use for locating errors. If sentence fragments are a problem, read your composition backward, one sentence at a time. If a sentence unit does not make sense as you read, consider attaching it to a previous sentence or adding other information.

Use a dictionary, handbook, etc., to check points of usage.

E. Publishing

Write or word process a neat, final copy.

A COMPOSITION OF OPINION

Purpose: To write a paragraph/essay on a person/issue you feel strongly about.

A. Prewriting

1. Take 5 minutes to write as many sentences as you can based on the following model:

   "Some people think that . . ., but I think that . . ."

   e.g., Some people think that immigrants weaken Canada, but I think they make the country stronger.

2. Pick one of your "seed" sentences and freewrite for 10 minutes, developing the first part (what others think) and then the second part (what you think). Write freely without interruption.

3. Write an outline or draw a mind map for each opinion, using ideas from your freewriting. If you think of new ideas or details, add them to your outline.

B. Writing

Write a rough draft, developing ideas from your outline or map. The second paragraph may show a different (contrasting) opinion from the first paragraph, or it may correct a misconception described in paragraph one.

C. Revising

Read and revise your rough draft.

D. Proofreading/Editing

Read your corrected draft aloud to the instructor or a fellow student and correct the mechanics.

E. Publishing

Prepare a neat, final copy.

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"I"-SEARCH REPORT

Students may need assistance in developing research skills, such as locating and gathering information from second-hand sources, analyzing and evaluating the veracity of information, synthesizing information from a variety of sources and extracting needed information. An unplanned assigned research project may become a lesson in plagiarism rather than a useful learning activity.

IOP students can, however, successfully research and report information. A logical starting point is to have students engage in an "I"-Search Report where the information must come directly to the student through activities such as interviewing or simulated experience (e.g., reporting on the plight of the disabled by experiencing confinement to a wheelchair for one day). The "I"-Search Report may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an "I"-Search Report.

1. Choose a topic. Brainstorm/list several issues/topics/people that you are curious about. Select one for the "I"-Search Report.
2. Narrow the topic. List questions you want answered about the topic.
3. Determine what you already know and what you really need to know by making a chart.

What I Know	What I Need to Know

4. Confer with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for suggestions, names, addresses, telephone numbers of experts and so on.
5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.
6. Before you interview people about your topic, determine the most appropriate way to approach them; e.g., through an introduction, approaching individuals directly, using the telephone or writing a letter.
7. Schedule an interview time that is suitable to them.

   Prepare interview inquiries ahead of time to avoid questions that could be answered with "yes" or "no". (See Speaking, "Developing Questions".)
8. Know something about the topic before you interview. Approach your interviewee positively. Avoid "I'm sorry to bother you. I know you're a very busy person. Authorities are usually busy or they wouldn't have become experts. They often appreciate helping others because it provides the opportunity to talk about something they enjoy.

9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. This provides them with the opportunity to refer you to other people or locations to obtain information, if their time is restricted.

10. Take notes by jotting down pertinent information you obtain from the interview.

11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether or not he or she publishes in reputable publications, whether or not the company or institution is respectable and whether or not the facts and details support each other.

12. Consult first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers or people who tell you about what others have done). Remember that experts are persons who know a great deal about something, and they need not hold an official position or be a certain age.

FORMAT FOR AN "I"–SEARCH REPORT

An "I"–Search Report may be organized in four parts, according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.

2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).

3. Where I searched and the information I obtained.

4. What I learned and what I still need to know.

The "I"–Search Report may be written in a formal or informal manner.

References

Macrorie, Ken. *Search Writing*. Boynton/Cook Publishing Inc., 1984, pp. 62–65.

WRITING A REPORT

Purpose: **To write a research report based on gathered information.**

Use the following to:
- organize your report
- self-evaluate performance
- obtain peer and/or teacher feedback.

Evaluator:
Self = S
Peer = P
Teacher = T

Performance:
Very Good = VG
Satisfactory = S
Needs Improvement = NI

	Evaluator	Performance	Comments
A. Generates ideas through prewriting activities, such as brainstorming, discussing, personal experience and incidental reading.			
B. Selects a topic based on audience and purpose, such as interest, assignment, etc.			
C. Gathers data from a variety of sources, using numerous methods. Sources – libraries, community members, media. Methods – surveys, interviews, guest speakers.			
D. Organizes data, using a suitable strategy such as outlining, semantic webbing and mapping.			
E. Writes a draft with an appropriate introduction, develops the topic, using personal experience, examples, supporting details and develops a suitable ending. Uses a word processing program (if available).			
F. Edits the draft, using self-editing strategies, peer/teacher input, discussion with peers and teacher.			
G. Writes a polished report based on edits. Writes on one side of the page, using double spacing. Selects an appropriate title.			
H. Evaluates the product and process by re-examining the procedures and the resulting product.			

WRITING POETRY

Teachers are encouraged to teach poetry within the context of the themes rather than as an isolated skills unit. The role of the teacher is that of a sensitive, stimulating, guiding reader.

The intent of poetry is to produce a mind picture for the reader and to provide the opportunity for self-expression. Poetry teaching, then, should focus on the expression of emotions and thoughts, rather than on the mechanics of poetry.

A supply of the following materials will prove useful:

- books of poetry
- recordings of poetry or songs
- magazines to cut
- pictures from the library or other sources
- blank tapes
- tape recorder.

The poetic forms addressed below, in ascending order of difficulty are: Free Verse, Found Poems, Couplets, Limericks and Haiku and Cinquain.

1. FREE VERSE

- Invite members of the class to suggest topics (e.g., sports, love, birds, cars).
- Have students select one of the suggested topics and write this on the chalkboard.
- Ask each student to write a word or phrase about the topic on the first line of a piece of paper and to fold the paper over that line two times, so other students cannot see what has been written.
- Students will then pass their papers to another student (back, forward, beside) who will then add a second line, folding and passing, as before. Students must not repeat a line or phrase they have used previously.
- Throughout the activity, encourage students to use vivid, descriptive words and phrases.
- After six or eight passes, collect and read these free verse class poems to the students.

Repeat this activity one or two more times with different topics. The topic selected will largely influence the humorous or serious nature of the resulting free verse poem.

Further descriptive words and phrases may be required at this point. Solicit a number of verbal descriptive words and phrases from students on a wide variety of topics, one topic at a time. A variation is to group students, assign a topic and recognize the group that produces the largest number of descriptive words and phrases.

- Have students peruse magazines to locate, list and make collages or posters of descriptive vocabulary.

- Select examples of free verse poetry and ask volunteers to prepare and read these to their classmates.

2. FOUND POEMS

- Distribute magazines, newspapers or other materials that may be cut up.
- Have students select a topic for a poem. Encourage them to choose a subject that is important to them.
- Ask students to skim articles and to cut out interesting and vivid words and phrases from these articles that will expand their topic.
- Have students glue their words and phrases on blank paper, select a title and decorate the page.
- Invite students to present their Found Poems to the class. (These will usually be free verse.)

3. RHYMING COUPLETS (1 – 1, 2 – 2, 3 – 3 . . .)

- Give students a word and have them respond with rhyming vocabulary. Select a student to list these on the chalkboard. Repeat with several words.
- Encourage students to use words of more than one syllable.
- Randomly circle two pairs of rhyming words from the above activity and, together, form sentences to make a four-line poem:

e.g., She dreamed of playing NHL hockey (1)
But was told the road may be too rocky (1)
Dejected, she became an entrepreneur (2)
and, using energy and brains, became the NHL owner. (2)

- Continue with three or more pairs of rhyming words. Remind students that a poem of any length, must express a complete thought.

The waves escape violently from the sea
And recede to leave the shore empty.

What's this? From black violence unforgiving,
A boy, who is still of the living.

Though her ragings and turmoils remain,
To save a precious life, she did tame.

- Encourage students to compose their own rhyming couplet poem by selecting words from the chalkboard.
- Provide opportunities for students to write and present "Rap", which tends to be a series of rhyming couplets.

4. LIMERICKS (1 – 1 – 2 – 2 – 1)

Although the limerick pattern is relatively complicated, students find them fun and learn the pattern fairly quickly and easily.

- Begin by reading several limericks to the class.

- Teach the syllable pattern by asking students to tap their desk tops for each emphasized syllable as you read.

- Place on the overhead projector a limerick that has the last word of each line omitted.

- Direct the students to complete each limerick line with an appropriate word. This activity can be repeated several times with the same limerick, as many words may satisfactorily complete the limerick.

- Invite students to write a series of limericks to decorate and place on the classroom wall.

  Students enjoy writing limericks about themselves, each other and teachers. Encourage this, provided ridicule of any nature is avoided.

5. HAIKU AND CINQUAIN

This poetic form, which originated in Japan, has two styles, the three-line Haiku and the five-line Tanku (often called Cinquain). Both styles are commonly referred to as HAIKU.

The three-line Haiku often answers one question with each line, as the following example indicates. The subject of the poem is in the first line, predicate in the second line and a time in the third line.

Sleek sailboat	(What/Who?)
Sliding on water	(Where?)
Crossing the finish line first.	(When?)

The five-line Haiku, or Tanku (Cinquain) begins and ends with a line containing only one word. The first line identifies the subject, the second line further describes the subject, the third line indicates behaviour or action of the subject, the fourth line expands the action and the fifth line contains a result of the subject's action.

Motorbike	(subject)
Lean, mean	(descriptor of subject)
Rages towards the ramp	(behaviour of subject: action)
Rockets through the air	(expands action/or shows feelings)
Crash!	(result)

- Teach Haiku through the use of examples. Display a sample of one style on the overhead and read, or invite students to read. Complete a Haiku with your students, using the overhead projector. Turn to samples in the textbook and read these together.

- Encourage students to compose a Haiku or Tanku. Emphasize that artwork is an integral part of Haiku poetry and that a Haiku poem is incomplete without including artwork. The artwork often consists of uncomplicated sketches.

- Invite a local artist, an art teacher or an art student to demonstrate sketching to the class.

RAFTS

During the prewriting activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with:

R – a **role** from which to do the writing. The role may be as intimate as the self or as impersonal as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experiences.

A – an **audience** for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.

F – a **format** in which to write. Students need to experiment with a variety of formats, which may range from lists to reports.

T – a **topic** about which to write. Topics need to relate to the role and audience selected.

S – a **strong verb** that aids the student in vocabulary selection and setting the tone of the writing.

Assignment Format

In a Role, to an Audience, write a Format about a Topic using a Strong Verb:

e.g., As a basketball, to the team, write a list of instructions about ball handling and shooting, informing team members.

Students or teachers may alter the order of the RAFTS variables.

Sample variables for RAFTS:

Role	**Audience**	**Format**	**Topic**	**Strong Verb**
mechanic	drivers	commercial	car care	describing
sales clerk	consumers	news report	damaged merchandise	persuading
alien	humans	cartoon	dishwasher	analyzing

References

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988, pp. 2–27, 2–29.

LIBRARY SCAVENGER HUNT

PROCEDURE

1. Prepare up to 20 task cards (see sample) that can enhance the students' skills in: selecting and locating information, reading for context clues, skimming/scanning, giving a definition, making inferences, etc. Refer to Reading, "QAR Strategies" and Speaking, "Forming Questioning Chains, Developing Questions" for additional information.
2. Books, magazines and newspapers needed to complete the task cards can be preselected and placed in bookstands. Alternatively, provide the author and title, and have the students locate the books on the shelves.
3. Both the teacher and the teacher-librarian should be available in the library while students are working on the task cards.
4. To avoid students completing the tasks in the same order, shuffle each stack of cards before distributing them and encourage students to follow the stacked order.
5. Students will hand in the cards as they complete them.
6. Evaluate cards for the accuracy and thoroughness of the information.

SAMPLE

Name(s) ____________________ Class __________ Card No. 1

Guinness Book of Records, 1984 – Call No. __________
____
____

Refer to Chapter 10 "Human Achievements". Choose any three achievements that impress you. Give the name of the person and his or her achievement. (Each must be from a different page.)

1. Name ______________________________ Page No. __________
   Achievement ______________________________

2. Name ______________________________ Page No. __________
   Achievement ______________________________

3. Name ______________________________ Page No. __________
   Achievement ______________________________

Task card activities must be planned by the teacher and the teacher-librarian in advance. The activity works well in any theme where students need to seek additional information from that available in the English language arts classes. Students may work individually or in pairs.

NOTE-TAKING STRATEGIES

THE CORNELL SYSTEM

The Cornell System[1,2] is based on 5 R's—Record, Reduce, Recite, Reflect and Review. The Cornell System is illustrated below. The Cornell note-taking system will assist students in organizing facts and ideas and identifying key words and phrases.

Record – Record notes on the longer right-hand side of the page. Use consistent abbreviations. Write on every second line, which will allow you to make additions later.

Reduce – After class, reduce notes to key words, which are written in the left-hand summary column.

Recite – Test yourself (out loud or silently) by folding the page so that only the key word summary is exposed. Use these key words as cues to help retrieve the information written on the right-hand side of the page. This ideally should be done within 24 hours of the original note-taking.

Reflect – Manipulate the ideas contained in the notes. Think of ways the information in the notes links with what you already know. Draw diagrams.

Review – Self-test at least once a week for the next four weeks, and then regularly until examination time.

5 R's

Record
Reduce
Recite
Reflect
Review

NOTE-TAKING APPLICATIONS

A variety of note-taking strategies, using the 5 R's, may be applied when:

- note-taking from oral lectures, films, filmstrips, textbooks or supplemental materials.
- integrating note-taking with a studying techniques.

Encourage students to use mnemonic strategies to facilitate remembering and retrieval of the key words written in the left-hand margin.

References

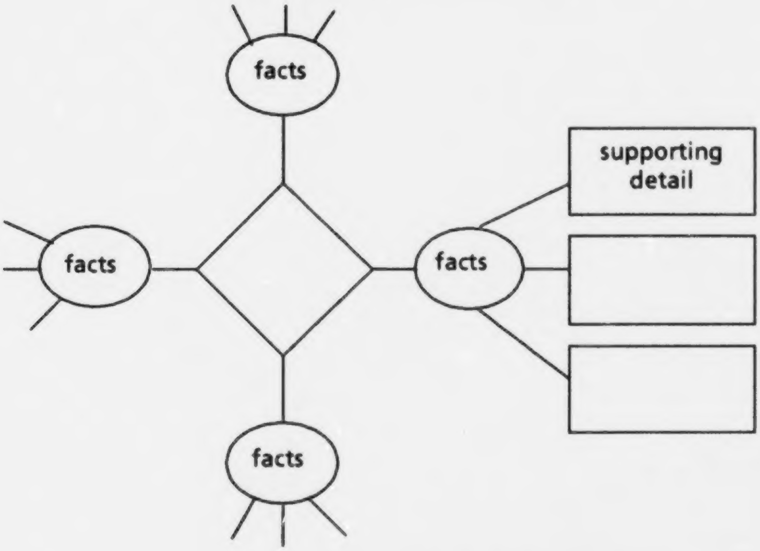
Pauk, Walter. *Perceiving Structure: How Are the Ideas Organized? Skills At a Time Series.* Providence, RI, Jamestown Publishers, 1985.

Pauk, Walter. *How to Study in College*. 2nd ed. Boston, MA, Houghton Mifflin, 1974.

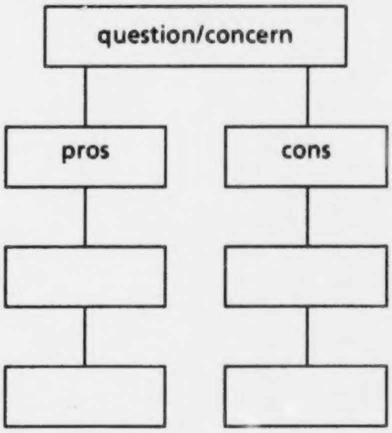
ORGANIZING FOR WRITING

Semantic webs or maps and comparative/contrastive maps can also be used as prewriting activities. Two simple configurations, which will help in forming an outline for the writing activity ahead, are offered as examples.

SEMANTIC WEB/DESCRIPTIVE MAP


facts
supporting detail
facts
facts
facts

COMPARATIVE AND CONTRASTIVE MAP


question/concern
pros
cons

References

See Process, "Critical/Creative Thinking Strategies".

OUTLINING

The following outline can aid students in organizing their thoughts during the prewriting stage.

Title

I. Main Idea
  A. fact
    1. supporting detail
  B. fact

II. ______________________________
  A. ______________________________
  B. ______________________________

OUTLINE MODEL

- **I. Introduction**
  - A. Background Information
  - B. Setting
    - 1. Time
    - 2. Place
  - C. Characters
    - 1. Main character(s)
    - 2. Secondary character(s)
- **II. Rising Action**
  - A. Initial Incident
  - B. Action
  - C. Conflicts
- **III. Climax**
- **IV. Falling Action**
- **V. Resolution/Denouement**
- **VI. Theme**
- **VII. Personal Response**

IDIOMS

Idioms are figurative expressions. They represent one concept in terms of another and, therefore, may be interpreted as being analogous. Research evidence is inconclusive as to how idioms are processed (longer, different and perhaps additional processing or retrieval from the lexical memory as one unit). Students may encounter difficulty in determining meanings of idiomatic expressions. Idioms are integral to everyday conversational language and should be addressed in English language arts programs.

Students should be helped to enlarge their knowledge of these interesting, colourful and often humorous units of language. Here are some suggestions:

1. Definition – Define and teach the idiom directly, since it cannot be inferred grammatically or be determined from literal translation. Use the context in which the idiom is used, whenever possible, and encourage students to investigate the original meaning of the idiom.

   e.g., Bite the bullet—from the 'old west'. Before the use of painkillers, doctors would have patients place a bullet between their teeth to inhibit screams and/or to stop patients from biting their tongues.

2. Usage – Give the students a variety of opportunities to use common idioms in class. Ask students to make a poster illustrating some idioms they hear often or enjoy using themselves. Have students interpret the following idioms.

   - Bury the hatchet.
   - Spill the beans.
   - Open a can of worms.
   - Let sleeping dogs lie.
   - Beat around the bush.
   - Cat got your tongue?
   - Barking up the wrong tree.
   - Kick the bucket.
   - Booting it down the highway.
   - That's a horse of a different colour.
   - Flash in the pan.
   - Adding fuel to the fire.

   Organize teams to act out literal interpretations of assigned idioms for their opponents to guess, as in charades.

3. Application – The new knowledge of idioms needs to be applied outside of the class. Have the students compile a list of idioms they hear on TV or radio, and in the conversations of parents and friends.

References

Bromley, K. "Teaching Idioms," *The Reading Teacher*, December 1984, pp. 272–276.

SLANG AND JARGON

Slang and jargon are used every day in casual conversation and on the job. The expressions are often colourful, humorous and often defy grammatical analysis. Therefore, slang and jargon may be difficult to infer from context. Many of the strategies for determining the meanings of idioms apply equally well to teaching slang and jargon (see previous page). Additional suggestions include:

1. Have students brainstorm for slang and jargon associated with their favourite sport, and define these for the class; e.g., hockey: pinching in, slapshot, power play.

2. Have students list the slang and jargon associated with their occupational program, and prepare to share these expressions with the class.

3. Look through the classified advertisements of a newspaper (e.g., shared accommodation, houses for sale) and list the expressions and abbreviations frequently encountered. Discuss the ones that are hard to understand; e.g., light housekeeping room available; mother-in-law suite.

4. Brainstorm for slang and jargon commonly used in the school. Discuss whether parents and others readily understand these terms. (Provide definitions for: case statements, time out room, spare period, etc.)

5. Our language contains 'baseballese'. Have students give examples of how they use expressions associated with this sport; e.g., "He went to bat for me." "I think you're off base on that." "It was a smash hit." "Could you pinch-hit for me?" "I'll take a rain check on that."

6. Various sources have recorded the following CB conversations between two truckers, breaking the silence of the long, lonely night. What do they mean?

   > "Breaker one-nine, this is Mean Machine looking for a southbounder on I-eighty with ears on. How 'bout it? C'mon."
   >
   > "Breaker one-nine for that southbounder, I got you wall to wall, Mean Machine. This is Caterpillar. You got a picture taker in a plain brown wrapper at two-o-one marker. What's your ten-twenty, good buddy?"
   >
   > "Breaker one-nine for Caterpillar. I'm at one ninety-eight marker. Thanks for the Smokey report. Put your hammer down and I'll shut your back door tight."
   >
   > "Breaker one-nine for Mean Machine. Ten-four, good buddy, I'll keep an eyeball on your front door. Keep your shiny side up and your greasy side down and Caterpillar'll catch ya on the flip-flop. Ten-ten. Grinnin' and spinnin' we go!"

7. Locate and use resources that offer further suggestions for activities regarding the use of slang and jargon; e.g., *The Joy of Lex*, Gyles Brandreth, William Morrow and Company, 1980.

A CHECKLIST FOR ASSESSING WRITING

Purpose: To self-assess or assess the writing of others.

Topic/Title: ______________________ Author: ______________________

Date: ______________________ Assessor: ______________________

Use check marks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title ____
- stated the purpose of the writing clearly ____
- demonstrated control of the subject ____
- demonstrated that he or she knows the audience ____
- chosen an organizational pattern to suit the purpose ____
- used vocabulary that fits the organizational pattern ____
- written a clear concise topic sentence ____
- provided concrete supporting details and examples ____
- used transitional devices between sentences to enhance the flow and sequencing of ideas ____
- remained on topic ____
- developed ideas further by including appropriate pictures, charts or diagrams, and effectively described these ____
- concluded by recalling the main point and summarizing ____

Expression and Mechanics

- selected words carefully:
  - specific ____
  - concrete/abstract ____
  - colourful, descriptive, imaginative ____
  - vocabulary variety ____
  - sensitive to the reader ____
- included sentence variety ____
- avoided shifts in:
  - personal pronoun use ____
  - verb tense ____
- maintained agreement of person, number and gender in:
  - subject and verb ____
  - verb tense ____
- used correct punctuation:
  - comma, period, question mark ____
  - exclamation, quotation marks ____
- avoided spelling mistakes in:
  - predictable words ____
  - unpredictable words ____
- reflected pride/care for work by turning in copy that is tidy, legible ____

Comments: ____

____

____

____

ASSESSING WRITING

Focus	Marks		
	5	3	1
IDEAS AND CONTENT	The paper is clear and holds the reader's attention all the way through. • The writer seems to know the topic well and chooses details that help make the subject clear and interesting. • The writer is in control of the topic and has focused the topic well. • Important ideas stand out. The writer uses the right amount of detail (not too much or not too little) to make the important ideas clear.	The reader can figure out what the writer is trying to say, but the paper may not hold the reader's attention all the way through. • The writer has some things to say, but doesn't seem to know quite enough about the main idea(s). • Some ideas may be clear, while others seem fuzzy or may not seem to fit. • The writer may spend too much time on minor details and/or not enough time on main ideas.	The paper is unclear and seems to have no purpose. • The writer has not thoughtfully explored or presented ideas; he or she may not seem to know the topic very well. • Ideas seem very limited or seem to go off in several directions. It seems as if the writer wrote just to get something down on paper. • Ideas are not developed. The paper may just restate the assignment.
ORGANIZATION	Ideas, details and examples are presented in an order that makes sense. The paper is very easy to follow. • Paper has an inviting beginning and an ending that works well. • Ideas, paragraphs and sentences are tied together so that the reader can see connections. • Details seem to fit where they are placed.	The writer has tried to present ideas and details in a way that makes sense, but the order may be unclear or may not work well. • The introduction and ending are there, but one or both may be weak. • Some details may seem out of place. Too much extra, unneeded information may get in the way of important ideas.	Ideas seem tossed together, and the paper is hard to follow. • There is no sense of beginning or ending. • Ideas are not tied together. They often seem out of order or seem as if they do not fit together at all. • In a story it may be hard to tell what happens first or next or last. • Often the reader cannot tell how the writer got from one point to another.
STYLE	The writer is very sincere, individual and honest. This paper stands out from the others. • The writer seems to care deeply about the topic. • The writer seems to speak right to the reader and to care about getting his or her ideas across. • Paper may show originality, liveliness, excitement, humour or suspense.	Writer tries to deal with the topic, but does not seem to get very involved. • Paper gets the ideas across, but only in a routine sort of way. The reader can almost guess what the writer will say next. • Instead of trying something new or unusual, the writer may repeat ideas everyone has heard or read before. • The writer seems to know that he or she has an audience, but does not write to that audience in a personal way.	The writer seems to make no effort to deal seriously with the topic. • The writer may not have understood the assignment, or may not have cared about saying anything serious or important. • The writer does not seem to be writing to anyone in particular or to care whether or not the words or ideas will make sense to anyone else. • The paper is flat and lifeless. It has no feeling.

Focus	Marks		
	5	3	1
WORD CHOICE	Writer carefully selects words to make message clear. • Words are accurate, strong and specific. • The writer may experiment with new words or use everyday words in a new, interesting way. • The writer uses colourful expression and experiments with figurative language effectively. Imagery is well developed. • Words are fresh, original and fun to read.	The writer chooses words that get the message across, but only in a very ordinary way. • Words are very general or ordinary. • The writer may attempt some new words, but they may not fit. • The writer doesn't try for the "best" way to say something, but settles for any word or phrase that "will do". • "Big" words are used only to impress the reader. • The writer may rely on slang or clichés (the same words and phrases everyone has heard over and over).	The writer struggles with a limited vocabulary and has a hard time finding the right words to get the meaning across. • Words are vague and flat. • No new words are attempted. • Words create no clear images. • The writer may repeat words or phrases or may use words incorrectly.
SENTENCE STRUCTURE	Paper is easy to read and understand. It flows smoothly from one idea to the next. • The writing sounds natural (the way someone might speak), not choppy, awkward or forced. • Sentence structure is varied and adds interest. • Sentence structure is correct. Run-ons or fragments, if present, are effective. • The writing is concise (not wordy).	Most sentences are understandable, but not very smooth or graceful. • The reader may have to reread sometimes to follow the meaning. • The writer tends to start many sentences the same way. • The writer can use simple sentences effectively, but may have trouble with more complex sentences. • Run-ons or fragments, if present, may be confusing. • The writing may be wordy.	Sentence flaws make this paper hard to read and understand. • The writer does not seem to understand how words and sentences fit together or where one idea stops and another begins. • Sentences are often awkward, rambling and/or confusing. The writer may use many short, choppy sentences. • Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. • Run-ons or fragments are confusing.
WRITING CONVENTIONS (grammar, capitalization, punctuation, spelling, paragraphing)	There are no glaring errors in writing conventions and the paper is easy to read and understand. • Punctuation is correct and helps the reader understand each sentence. • Spelling is accurate. • There are no major errors in grammar. (For example, subjects and verbs go together: "Mike and Bill ARE my friends.") • Paragraphs start and stop at the right places	The reader can follow what is being said. However, there are enough mistakes that the reader SOMETIMES has difficulty concentrating on what the writer is saying. • Punctuation errors reflect hasty or careless editing. • Spelling errors sometimes cause the reader to stop or reread to figure out what is meant. • The reader notices some errors in grammar. (For example, subjects and verbs may not always go together.) • The writer tries to use paragraphs, but they may not always begin in the right places.	There are so many errors in conventions that the reader has a very hard time just getting through the paper. Some parts may be impossible to follow or understand. • The writer shows little understanding of how or when to use capital letters or punctuation marks. • Spelling errors are frequent and it may be hard even to guess what word is meant. • Errors in grammar are very common and stand out. • Paragraphs do not come at the right place. A long paper may be written as just one paragraph OR the writer may start a new paragraph with almost every sentence.

BEST COPY AVAILABLE

PEER RESPONSE SHEET

Name: ____________________ Date: ____________

Title: ______________________________

Date: ______________________________

Name of Author: ______________________________

1. What I like best about this item. ______________________________

2. What is the main idea of the item? ______________________________

3. Who is the intended audience? ______________________________

4. What feelings were expressed by the author? ______________________________

5. What I would like to know more about. ______________________________

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Personal opinion about this item: ______________________________

READING PROCESS

I. Prereading		II. Active Reading	III. Postreading	
1. ESTABLISHING THE CONTEXT	**2. FOCUSING ON THE READING TASK**	**3. READING AND COMPREHENDING THE SELECTION**	**4. RESPONDING, CONSOLIDATING MEANING**	**5. EXTENDING THE CONTEXT**
1. Focusing prior knowledge 2. Building background	1. Forming intention 2. Anticipating meaning through prediction of the intention, content and structure of a selection 3. Previewing the text in order to apply appropriate reading comprehension strategies	1. Experiencing the selection in a variety of ways: – independent – guided reading – listening 2. Predicting, confirming, changing or rejecting predictions 3. Actively interrogating the text by asking questions, finding answers and making comments	1. Reflecting on what has been read 2. Responding personally and critically in a variety of modes 3. Organizing meaning for oneself 4. Sharing meaning with others 5. Clarifying and consolidating meaning 6. Reshaping ideas and forming new inferences 7. Developing literary and communication skills 8. Responding creatively	1. Extending students' experiences with ideas in the selection 2. Extending students' language experiences beyond the text
through – experiencing and observing – sharing personal experience – brainstorming – discussing – writing about personal experience – interviewing – asking and answering questions – reading – drawing – listening to music – looking at slides, photographs, films – creating charts, diagrams, maps – constructing models – playing games – role playing	**through** – asking questions (students' own) – working in pairs or small groups to generate questions – skimming for information gained from: • format • print signals • illustrations – discussing organizational features of the selection – reading a selected passage to develop a sense of how the selection is written – using cloze procedures as a predictive technique – using advanced organizers – using group prediction activities – webbing		**through** – generating questions – hypothesizing and sharing interpretations – rereading selected passages – presenting rehearsed oral readings – making oral and visual presentations – using discussions based on student-prepared questions – retelling the story or parts of it – dramatizing a story episode – working out order of details – determining meaning of individual words – reading a whole paragraph to follow directions, providing a title for the paragraph – using clozure procedures – studying word meanings and structured features in context – writing in a variety of formats – examining features of style – examining literary techniques	**through** – reading related literature – writing in a variety of forms (fictional, poetic, dramatic, documentary) – viewing film, photographs, models, displays – discussing ideas and experiences inspired by the selection – representing in other media – researching and reporting on self-selected or assigned topics – reading for information – organizing information by charting data – interviewing and transcribing – comparing and contrasting with other selections – using puppets – using improvisation or mime – listening and responding to stories, poems, informational material, plays, music, conversations, environmental sounds presented "live" or on tape by teachers or students – constructing models – illustrating, drawing

2 4

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DON'T FORGET USSR, DEAR

Reading improves with reading practice. Schedule *Uninterrupted Sustained Silent Reading* (USSR) or *Drop Everything and Read* (DEAR) time in the English language arts program.

Teachers are encouraged to make this experience relaxing and enjoyable, and to use this time to become more acquainted with students' independent reading interests. Teachers may share their reading preferences with students in an effort to indicate to students that reading can be a great pleasure.

The following may enhance USSR and DEAR time.

- Choose the time appropriately and make it routine.
- Gauge the length of time carefully. Some readers may become frustrated with too much time spent on independent reading. Twenty minutes might be appropriate.
- Organize a reading centre with a wide variety of reading materials for students to borrow. Examples may include:
  - comic cartoon books with characters students find entertaining, such as *Garfield, Peanuts, B.C.*
  - magazines, such as *Zoot, Super Racers, Motor Trend, MAD, CRACKED, Reader's Digest*
  - high interest/low vocabulary novels, short story collections
  - newspapers.
- Avoid being overly judgmental about students' choice of reading materials. The major goal of USSR and DEAR is to have students read.
- Model reading selections by selecting the more appropriate reading centre materials such as *National Geographic* and *Reader's Digest* and reading these items yourself during USSR or DEAR.
- Observe the publications and stories that appeal to students, and use these in the English class.
- Develop a book exchange shelf and include a selection of appealing books. Students should exchange a book from home that they have read and would recommend to others with a selection from the exchange shelf. Observe and record the reading selections and authors that are popular early in the year, and compare these with observations at the end of the term to determine if students' interests and/or reading habits change.

READING SURVEY

Name: ____________________ Date: ____________________

1. Suggest a different title for the selection you have just read. Try to capture the essence of the selection in your title, but keep it short: ____________________

2. Two key ideas or concepts in this selection are:
   - ____________________
   - ____________________

3. Three details or facts you would like to remember from this selection are:
   - ____________________
   - ____________________
   - ____________________

4. What did you find especially interesting or surprising in this selection? ____________________

5. Indicate any words, sentences or paragraphs in the selection you would like to discuss in class:

   Page: __________ Word, sentence line, paragraph number: __________

   Page: __________ Word, sentence line, paragraph number: __________

   Page: __________ Word, sentence line, paragraph number: __________

6. If the author of this selection were available to you, what questions would you ask, or what comments would you make to him or her? ____________________

   ____

   ____

7. What, if any, mental images did you form while you were reading this selection? ____________________

   ____

8. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

   ____

   Very Interesting Not Very Interesting

   ____

   Very Easy to Read Not Very Easy to Read

   ____

   Very Informative Not Very Informative

USING COMIC BOOKS AND CARTOONS IN THE CLASSROOM

Comic/joke books and cartoons are highly favoured reading materials for students. Teachers are encouraged to use these visual, humour-oriented resources to strengthen student development in making predictions, developing vocabulary, recognizing sequence of events, retelling a story, recognizing cause/effect relationships, etc. The use of comic books and cartoons in the classroom may also serve to:

- motivate students to read
- expand cognitive and basic skill development in students
- entertain students
- further develop a sense of humour in students, which is an important social skill
- enhance student interaction.

Four categories of humour that can be understood by students are:

- PHONOLOGICAL humour is derived from similar sounding words:
  e.g., What did the judge say when the skunk wandered into court?—Odour in the court.
- LEXICAL humour is derived from using words with multiple meanings:
  e.g., Order! Order in the court!—Ham and cheese on rye, please.
- COGNITIVE INCONGRUITY humour is based on alternative groupings or interpretations of words or word segments:
  e.g., What flower likes to be kissed?—A tulip.
  What animal can jump higher than a house?—Any animal. Houses can't jump.
- METALINGUISTIC humour is derived from the form of the language rather than its meaning:
  e.g., What is the end of everything?—The letter "g".

SUGGESTED ACTIVITIES

1. Cut off the last frame of a cartoon strip and have students predict an outcome.
2. Have students invent words to correspond to the **sounds** in the cartoon (e.g., sok! screech! bam!).
3. Remove the punctuation marks from the cartoon strip and have students replace the punctuation.
4. Remove the words from the balloons of a cartoon strip such as "Hi and Lois" or "Garfield". Have students complete the cartoon, using original dialogue of their own. Encourage students to share these with classmates.
5. Have students highlight and explain slang expressions.
6. Have students highlight words used in an unusual way and have the students explain them.

7. Listen to students' jokes, noting the level of cognitive complexity.
8. Encourage students to present original or other jokes to the class.
9. Invite the art teacher to class, or obtain art books from the library to assist students to sketch cartoon characters. Have students develop original cartoon strips to share.
10. Have students clip the same cartoon strip for ten days in a row and make inferences about the cartoon characters based on their conversation, dress and gestures. Students must be able to cite examples and details to support their insights into the characters.

AN ACTIVE APPROACH TO WORD LEARNING

As students mature and enter the workplace, there is an increasing demand on them to acquire an expanded and refined vocabulary. Developing technical language and gaining understanding of the specialized meanings of common words are examples of these demands as students move from one subject area to another and from school to the community.

To assist students in developing their vocabulary:

- vocabulary should be selected by students
- opportunities should be provided for students to develop strategies required to enhance independent vocabulary developed.

Encourage students to self-collect vocabulary by following these steps:

1. Have students bring to class words that they believe the entire class should learn. Students are encouraged to choose words they hear or see in their own environment (e.g., words heard on television, in conversation, in a textbook, in pleasure reading or in the newspaper) thus placing an emphasis on the words in context.

2. Have students write their words on the chalkboard immediately upon entering the classroom. Each student will identify his or her words, where they were found and the reasons why the class should learn them.

3. By consensus, the class narrows the list by eliminating duplications and words that are known by the majority of class members and by keeping high frequency words or words they judge to be highly important.

4. Have individual students suggest meanings for the vocabulary terms remaining.

5. Discuss the definitions as a class to clarify, refine or extend definitions. During this process, students should record the words in their vocabulary journals, along with the definitions agreed upon in class. (Individual students can also retain one or more words that were eliminated from the class list.)

6. Use the new words in a variety of ways to provide practice: making or solving crossword puzzles; writing sentences, dialogues, stories, jokes; researching the history of a word.

References

Haggard, Martha. "The Vocabulary Self-Collection Strategy: An active approach to word learning," *Journal of Reading*, December 1982, pp. 203–207.

MAKING A CROSSWORD PUZZLE OR A WORD FIND

Step 1: Identify a given list of words, or make a list of words that pertain to a particular topic.

Step 2: Write the words on the grid, interlocking letters as often as possible, going across and down the page.

Step 3: Lay another sheet of paper over the grid and trace only those squares that contain letters. Or, with a felt tip marker, shade unused squares to form a dark background.

Step 4: Number the first square of each word in the upper left corner.

Step 5: Number the "clues" or definitions in the same order as the words are numbered on the grid and place clues at the bottom or on a separate sheet of paper.

CROSSWORD PUZZLE GRID

READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600–800 w.p.m. and scan for information at 1000+ w.p.m. Students must become increasingly able to evaluate the reading task and to adjust their reading rates according to the task demands, which may include:

- locating a telephone number in the telephone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get a global idea of the news
- reading a news story for detail
- reading for subject-related information
- reading mathematical problems.

Occasionally a combination of the three strategies of skimming, scanning and intensive reading is required.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – skim to obtain the main idea of the material and the author's organizational style. The material will be read intensively later.
- **overview skimming** – limited time is available for reading and the student chooses to read shortened, simplified or interpreted versions, rather than the original material.
- **review skimming** – the material is re-evaluated. This is an important study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should be taught to look for:

- graphs
- tables
- illustrations
- headings or subheadings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content. Various strategies can be taught (see Process, "SQ3R Strategy" and "Multipass: A Study–Read Strategy").

Teachers can prepare a study guide to help the students process the text. A sample is provided in Reading, "Reading Survey".

References

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods.* Love Publishing Company, Denver, 1979, p. 83.

USING ORAL READING TO ASSESS COMPREHENSION

The main purpose of oral reading is to inform the audience. Oral reading can also be used to monitor the reader's comprehension in the instructional program. At the conclusion of an oral reading activity, the reader should have the ability to retell and/or summarize:

- the sequence of events
- the main idea
- supporting detail.

Some students experience difficulty reading orally to an audience of peers. To decrease this fear, teachers should schedule time to listen one-on-one to unprepared oral student readings. Whether group or individual oral reading activities are organized, a variety of questions may be addressed, such as the following.

- How does the oral reading rate compare to the silent reading rate? The following chart provides a guideline for estimating reading rates on **narrative** type reading materials.

	Words per Minute	
level	oral	silent
primer → 1	60	60
2	70	70
3	90	120
4	120	150
5	120	170
6	150	245
7+	150	300

Note that the silent reading rate should be increasing rapidly compared to the oral reading rate.

- Does slowness in reading rate reflect an overemphasis on letter-by-letter decoding by the student? If this is true, the student may not have sufficient "mental space" remaining to process the print for comprehension. Slowness may further reflect lack of factual knowledge, conceptual frameworks and mental elasticity.

- Does slowness in reading rate indicate the material is too difficult for the student to read independently? Have the student complete a **cloze** exercise to help ascertain whether the material is at an independent, instructional or frustration level. (See Reading, "Using a Cloze Procedure".)

- What strategies are students using to determine the meaning of unknown words (phonics, structural analysis or context clues)?

- What errors does the student make that may require specific remedial attention?

Organize a system for calculating oral reading miscues. A flexible approach is advocated where emphasis is placed on the miscues that interfere with the message or indicate an inability to decipher an unknown word. The following system may be useful:

BEHAVIOUR

Reversal	saw (Sees "saw" for "was".)
Hesitation (prolonged)	✓ John galloped . . .
Omission	He had written, (but) I ignored him.
Addition	had He ∧ wrote to Henry.
Substitution or mispronunciation	pretty She was a ~~lovely~~ girl.
Awkward phrasing	I saw / a cat in / the window.
Word supplied orally by teacher	Give me a field of daffodils for a bed.

ORAL READING SAMPLE

✓
The bay horse moved quickly to the inside of the track. Mud flew up from his hooves as he hit the
Some horse
soft, wet ground. ~~Several~~ other horses raced alongside the big bay ∧ forcing him to run near the rail.
place
Slowly the jockey moved his horse away from the soft ground (and) back to the firm ~~part~~ of the race

track.

✓
As the / crowd cheered the / bay caught and passed the / leaders. Ahead the finish line waited.

Victory looked certain.

References

Harris, Larry and Carl B. Smith. *Reading Instruction Through Diagnostic Teaching*. Holt, Rinehart and Winston, Inc., New York 1972.

Harrison, Colin. *Readability in the Classroom*. Cambridge University Press, New York, 1980.

CONTEXT CLUES

Extracting meaning from context clues involves understanding the redundancy features of language. Students must shift from seeing reading as a process of decoding print, to seeing reading as a process of determining meaning.

Smith (1978) states that redundancy has four components:

- the visual system—what the word looks like
- the semantic system—the meaning of the word
- the syntactic system—the use of grammar
- the orthographic system—the spelling of the word.

All readers need to make use of the above four systems to ensure success at extracting meaning from context clues.

Model a strategy for using instruction mediation, such as talking aloud to expose the thinking process. (See Process, "Teaching a Thinking Strategy".)

While instructing students to look for context clues, a teacher might say:

> T: ". . . look for clues in the context. Remember, the context refers to the words before the new word or the words after the new word. Sometimes they are words in a different sentence close to the new word."
>
> The teacher continues to verbalize personal thoughts while using the strategy and emphasizes that a mental process is to be used:
>
> T: ". . . put the clues together with what you already know about that word and decide on the meaning."
>
> Finally, the teacher should emphasize learning the skill and process so that it can be used to read material outside of the class:
>
> T: "This is a skill you can use while reading material, such as the newspaper, your social studies book or your library book. Any time you find a word that is new to you, you can use this skill to assist you in determining the meaning."

Modelling strategies and providing opportunities for students to practise these strategies will assist them to develop and apply context clues to determine meaning.

References

Smith, Frank. *Understanding Reading*. Holt, Rinehart and Winston, New York, 1978.

English 16 Program of Studies/Curriculum Guide, p. 29.

The following strategies can be used by students to determine meaning from context clues:

- Encourage students to focus on the message in the punctuation.
- Have students observe the spelling of the word and complete a structural analysis activity, focusing on prefixes, suffixes and root words.
- Direct students to read around the word and not to stop reading at isolated words. Rather, encourage the students to read to the end of the sentence or passage. Often, the meaning will become clear.
- Encourage students to read with a highlighter pen and to use it to identify unfamiliar vocabulary. Use the selected vocabulary to determine the redundancy component requiring further reinforcement.

Determining meaning from context clues is not always possible while reading in other subject areas, since the context may contain technical vocabulary and a heavy conceptual load. Teachers are encouraged to provide opportunities for students to select and apply appropriate strategies when determining word meanings, using various materials.

USING A CLOZE PROCEDURE

The **cloze procedure** was developed by Wilson Taylor (1963) as a tool for testing reading comprehension. In a modified form, the procedure may be suitably used with students to:

- develop reading skill
- measure readability
- test for comprehension
- diagnose individual reader's strengths/weaknesses.

PROCEDURE FOR DEVELOPING AND ADMINISTERING A MODIFIED CLOZE

1. Choose a reading passage of approximately 350 words. The passage should be one that students have **not** previously read.

2. Leave the first two sentences intact and delete every **seventh** word thereafter. (**A, an** and **the** are not to be deleted. Instead delete the next word.) Leave the last sentence intact.

3. Retype the selection replacing the deleted word with a blank of standard length (12 letter spaces).

4. Have the students read the passage and fill in the blanks. This activity should not be timed.

5. Count the number of correct responses. The wording must match the original **exactly**. Spelling, however, does not count.

6. Calculate the percentage of correct responses.

7. Use the following **guidelines** to estimate a student's ability to read **narrative style** material effectively. (These scores are not to be treated as rigid cutoff points.)

60 - 100%	independent level—the student can read without help
45 - 60%	instructional level—the student can read with help
0 - 45%	frustration level—the material is unsuitable for reading

8. Use these **guidelines** to estimate a student's ability to read **expository** style material—that is, textbook type material containing explanations of concepts.

55 - 100 %	independent level
40 - 55 %	instructional level
0 - 40 %	frustration level

ALTERNATIVE TECHNIQUES FOR USING THE CLOZE PROCEDURE

1. The Maze Technique (Feely, 1975)

   Offer a multiple choice format for each blank. Three alternatives are provided for each blank in random order: 1) the correct word; 2) an incorrect word of the same grammatical class (e.g., verb, noun, preposition); and 3) an incorrect word of a different grammatical class. The maze is more difficult to prepare, but it is less threatening and difficult for students to complete than the cloze procedure.

   For example: Many ______ (numbers, varieties, sleek) of wild cats are found on the continents of Africa and Asia including lions, tigers and leopards (answer—varieties). Suggested maze readability cutoff points are:

92 – 100%	independent level
80 – 91%	instructional level
75% or less	frustration level

2. The Cloze Procedure with a Word List

   Prepare a reading passage following the steps outlined above. Provide a list of the deleted words, in random order, from which students then select the appropriate word for each blank. This alternative may also prove less threatening to students. An example of this procedure is on the following page.

   Note: With all techniques, the key to using the cloze as a tool for developing reading skill is discussion after the completion of the exercise. Students should be encouraged to verbalize reasons for selecting a particular word. Immediate reinforcement and feedback regarding the correctness of the students' guesses and the strategies the students used to arrive at their answers will make the cloze an excellent teaching technique in all subject areas.

Teachers are encouraged to select textbook and additional reading materials from other subject areas to assist students to become increasingly familiar with course content.

References

Bormuth, J. R. "Cloze Test Readability: Criterion Reference Scores," *Journal of Education Measurement*, 5, 1968, pp. 189–196.

Feely, T. M. "How to Match Reading Material to Student Reading Levels: The Cloze and the Maze," *Social Studies*, 66:6, November/December, 1975, pp. 249–252.

Harrison, Colin. *Readability in the Classroom.* Cambridge University Press, 1980, pp. 84–108.

Taylor, W. L. "Cloze Procedure: A New Test for Measuring Readability," *Journalism Quarterly*, 30, Fall, 1953, pp. 415–433.

SAMPLE OF A CLOZE ASSIGNMENT

BASIC HAIR CARE —BRUSHING AND COMBING

Brushing and combing the hair stimulates blood circulation. Good circulation guarantees that each hair root gets plenty of oxygen, which leads to healthy, long-lived hair. It also removes the loose scales 1) ________ on the scalp and distributes the 2) ________ evenly through the hair.

Brushing and 3) ________ must be done correctly, though, to 4) ________ the hair. Use a firm, regular 5) ________, but avoid rough handling which could 6) ________ the scalp and injure the individual 7) ________—breaking them off and splitting the 8) ________. Concentrate mainly on the scalp. Pull 9) ________ through the hair close to the 10) ________ in a smooth motion; repeat until 11) ________ feels warm and tingly. If the hair 12) ________ long, hold it firmly with 13) ________ hand at about ear length and 14) ________ the brush through to the ends.

15) ________ long hair (more than 15 cm 16) ________ shoulder length) should not be brushed 17) ________ through to the ends in one 18) ________. Instead, run the brush from the 19) ________ through about 20 cm of hair; 20) ________ the hair at this spot with the 21) ________ hand, then run the brush through 22) ________ the ends. Continue this staggered-section 23) ________ until all the hair is brushed. The 24) ________ of a free hand as a 25) ________ anchor during brushing minimizes strain on the 26) ________ shafts and roots and prevents needless 27) ________ out or breaking.

When the hair 28) ________ the scalp and the very long 29) ________ of hair have been brushed, put the 30) ________ down and brush the hair from the 31) ________ of the neck toward the top 32) ________ the head. Brush in short, regular, 33) ________ strokes, the whole way around the 34) ________ of the head.

This type of 35) ________ should be done about once or 36) ________ a week, just before a shampoo. 37) ________ if hair is washed more frequently, 38) ________ this heavy brushing no more than 39) ________ a week. Excessive brushing can make 40) ________ too oily and loosen a set.

41) ________ washing, drying and/or setting, gently 42) ________ and smooth hair into place. Once a 43) ________ brush the hair 44) ________ a firm, smooth manner. Don't try 45) ________ make the scalp tingle or to reach 46) ________ parts of the hair. Just brush the 47) ________ of the head and surface of the 48) ________ to distribute oil and remove dust 49) ________ dirt—ten or twelve strokes should 50) ________ this.

Combing requires the same care 51) ________ brushing. Do not yank at a 52) ________, as this will pull out hair. 53) ________ of a cream rinse and conditioner 54) ________ shampooing will prevent tangling and make 55) ________ easier to comb wet hair.

Choose 56) ________ and brushes of good quality. Combs 57) ________ have even, closely spaced, narrow teeth 58) ________ smooth rounded edges. Nylon or hard 59) ________ combs usually fit this description and 60) ________ good choices since they will not 61) ________ the scalp or break hair. A 62) ________ brush or one with soft, round-tipped 63) ________ is best for hair and scalp. 64) ________ stiff bristles with squared-off tips that 65) ________ scratch scalp or crack and split 66) ________. One good type of brush has 67) ________ set in a layer of rubber 68) ________ cushions the brushing stroke.

Wash combs and brushes as often as needed. (Follow special directions that come with wooden-handle brushes.)

BASIC HAIR CARE – KEY

1. accumulated
2. oil
3. combing
4. benefit
5. stroke
6. damage
7. hairs
8. ends
9. brush
10. scalp
11. scalp
12. is
13. one
14. run
15. Very
16. below
17. clear
18. stroke
19. scalp
20. hold
21. free
22. to
23. brushing
24. use
25. holding
26. hair
27. pulling
28. on
29. strands
30. head
31. nape
32. of
33. firm
34. back
35. brushing
36. twice
37. Even
38. do
39. twice
40. hair
41. After
42. brush
43. day
44. in
45. to
46. all
47. top
48. hair
49. and
50. do
51. as
52. tangle
53. Use
54. after
55. it
56. combs
57. should
58. with
59. rubber
60. are
61. scratch
62. natural bristle
63. bristles
64. Avoid
65. can
66. hair
67. bristles
68. which

A total of 68 words were omitted from the foregoing selection. Using the guidelines for **expository** style material:

A score of 37 or better: Student is reading at the **independent** level.

A score of 27 to 36 : Student is reading at the **instructional** level.

A score of 0–27: Student is reading at the **frustration** level.

Note: The **key** to the effectiveness of a cloze activity is the follow-up discussion with the class to correct mistakes and to gain insights into strategies that are working for the students.

VOCABULARY FOR ORGANIZING, SPEAKING AND WRITING

SIMPLE ENUMERATION

first
to begin with
second
also
too
furthermore
moreover
besides
again
in addition
next
then
most important
equally important
finally
last
in fact

GENERALIZATION PLUS EXAMPLE

for example
for instance
in other words

TIME OR SEQUENCE

first
second
next
finally
on (date)
as
when
now
before
later
after(wards)
not long after
following
in the meantime
while
soon
subsequently
at last
after a short time

CAUSE AND EFFECT

accordingly
as a result
because
consequently
hence
since
therefore
for this reason
this led to
so that
nevertheless
if . . . then
thus
the conclusion
on account of
owing to

COMPARISON/ CONTRAST

at the same time
although
but
however
conversely
in spite of
despite
on the other hand
nevertheless
notwithstanding
as well as
not only . . . but also
either . . . or
while
unless
in comparison
in contrast
still
yet
on the contrary
likewise
similarly

SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or issue, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts and the parts to the whole.

Semantic webs and maps may:

- serve as graphic organizers, assisting students to process new information as they read
- help plan writing
- assist students to organize and integrate information.

The teacher may use webbing and mapping as diagnostic tools to determine:

- the information students derive from a story, article, film, video, recording, presentation, etc.
- students' capabilities to construct categories and relationships.

The purpose of the activity will dictate when and how semantic webbing and mapping strategies should be used.

- Prereading
  - students may brainstorm, using titles, headlines, etc., and make predictions about the reading, viewing or listening activity.

- During reading
  - students complete a web map as they read, verifying from the text reasons for their selections. Explicit and implicit text clues are written in the boxed nodes or along the strands.

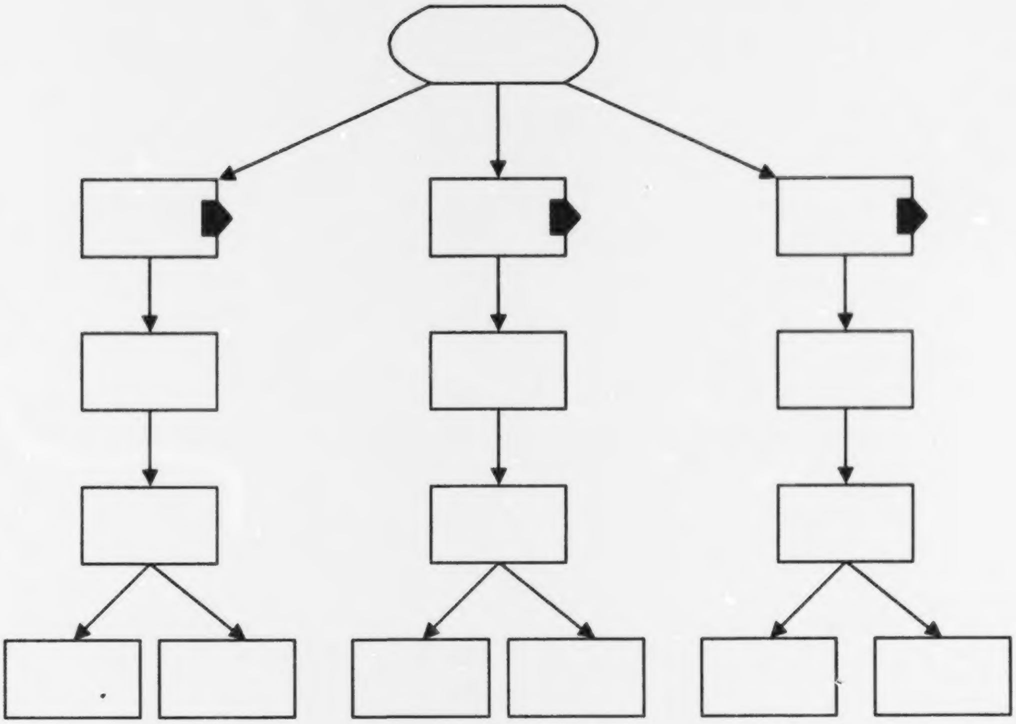
- After reading
  - students may summarize the main events of the story or the characteristics of the individuals in the story.

- Prewriting
  - students may use a semantic web or map to initiate an original writing assignment.

Samples of semantic webs and maps are contained on the following pages.

A. Narrative Sequential Map (time order)
B. Descriptive or Thematic Web
C. Expanded Descriptive or Thematic Web
D. Comparative and Contrastive Web
E. Expanded Comparative and Contrastive Web
F. Listing and Classification Web
G. Problem/Solution Web

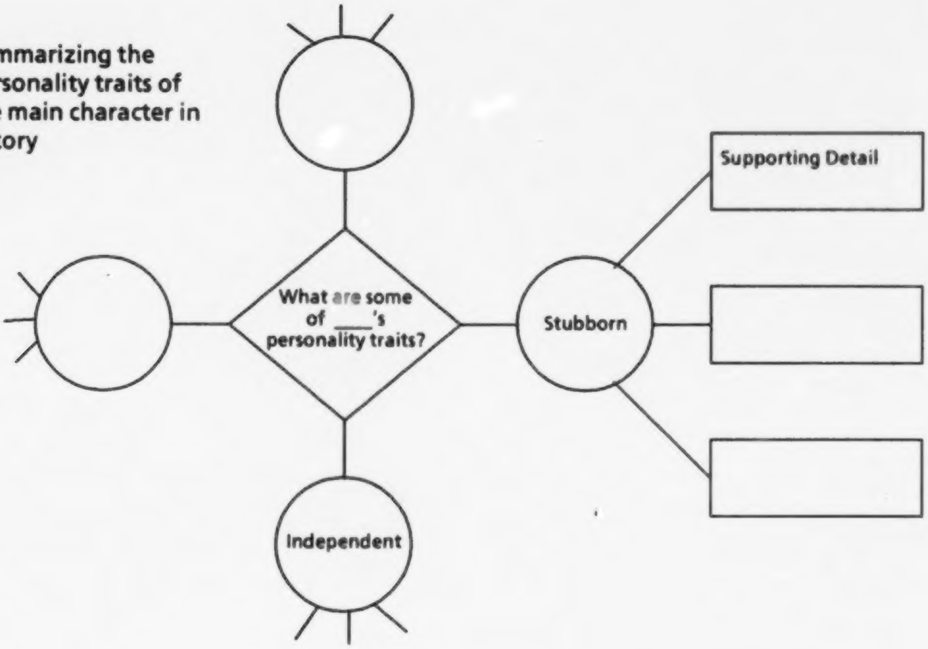
A. NARRATIVE SEQUENTIAL MAP
(time order)



This "map" configuration can be used to display visually:

- the steps in following instructions; e.g., following a recipe
- the chronological order of a sequence of events; e.g., reporting on an accident.

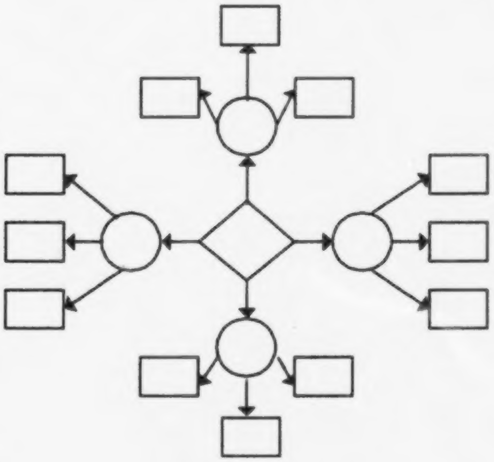
B. DESCRIPTIVE OR THEMATIC WEB



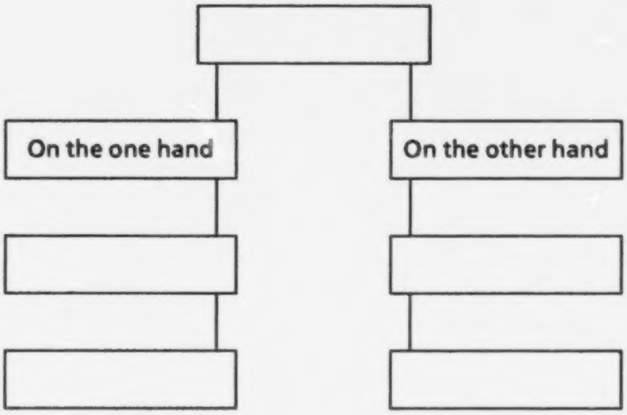
Summarizing the personality traits of the main character in a story

What are some of ____'s personality traits?
Stubborn
Supporting Detail
Independent

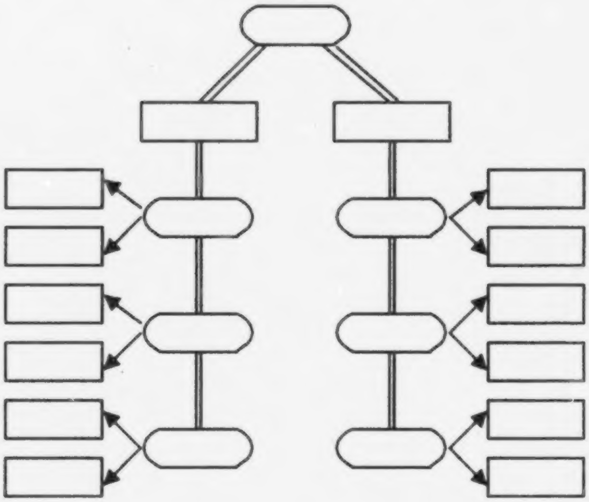
C. EXPANDED DESCRIPTIVE OR THEMATIC WEB



D. COMPARATIVE AND CONTRASTIVE WEB


On the one hand
On the other hand

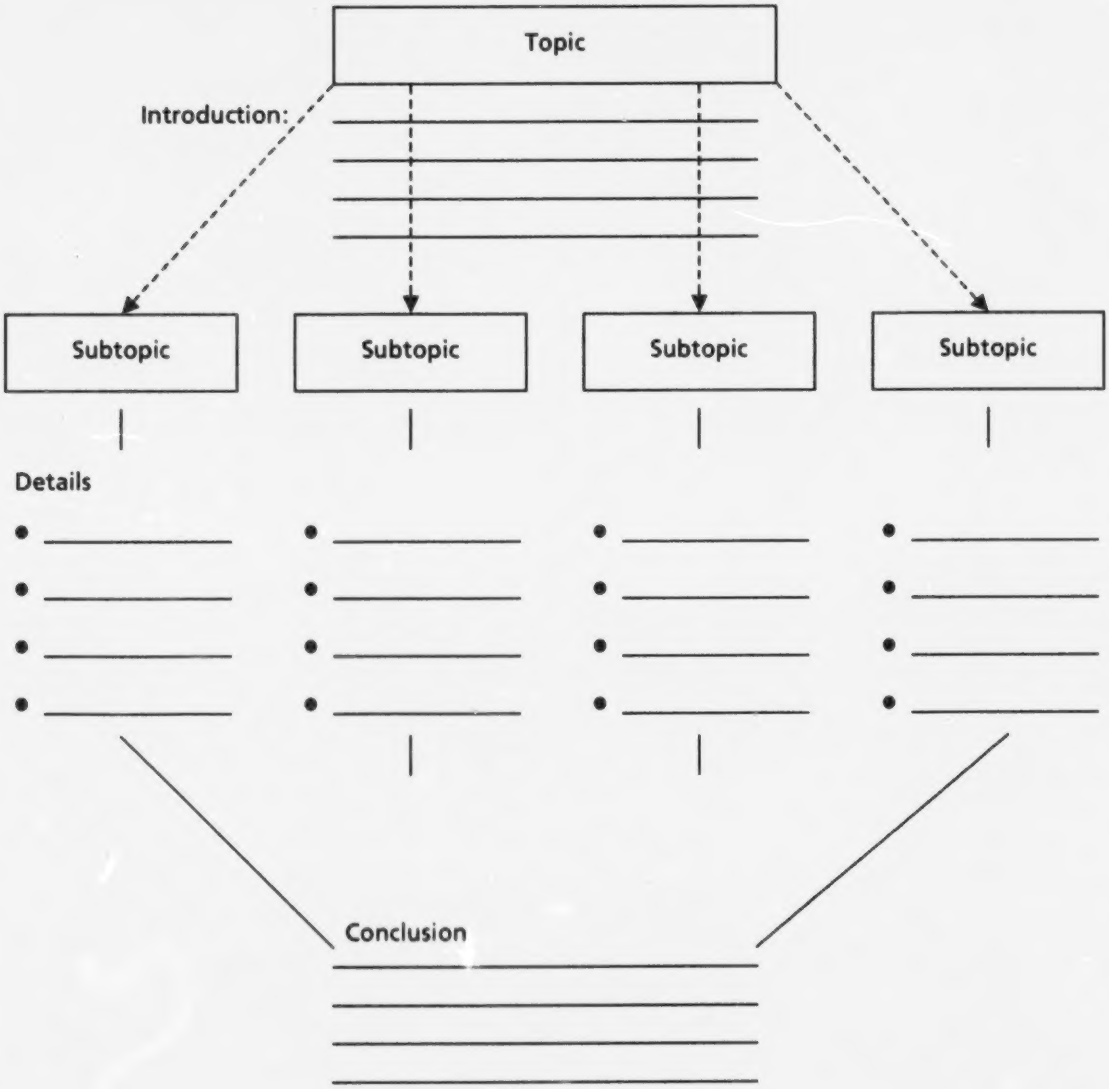
E. EXPANDED COMPARATIVE AND CONTRASTIVE WEB



(Suitable for use in English 26 and 36.)

F. LISTING AND CLASSIFICATION WEB

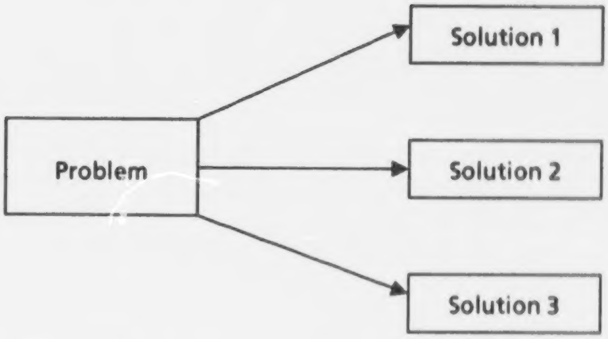
(suited for expository discourse)

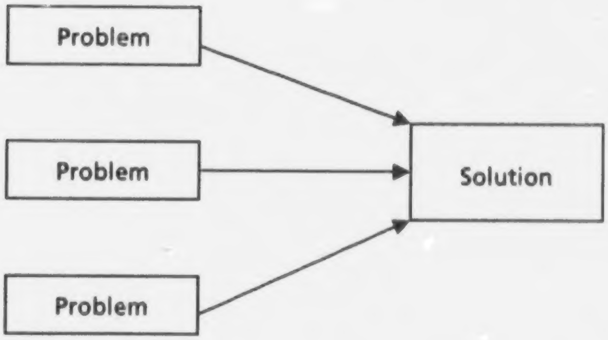

Topic
Introduction:
Subtopic
Subtopic
Subtopic
Subtopic
Details
Conclusion

(Suitable for use in English 26 and 36.)

G. PROBLEM/SOLUTION WEB

(if . . . then)


Problem
Solution 1
Solution 2
Solution 3


Problem
Problem
Problem
Solution

(Suitable for use in English 26 and 36.)

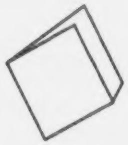
QAR STRATEGIES

The **Question–Answer–Relationship** strategy (QAR) assists students to connect questions to the text and to personal knowledge. Students may use QAR strategies to locate the information needed to answer questions.

Throughout all three QAR question types, students must first determine the location of the answer. The answers to Type 1 questions are explicit in the passage and may be found by scanning the text. Students must integrate known information with the text to answer Type 2 questions. Type 3 questions provide opportunities for students to make inferences. Practice in using the following three QARs has been shown to improve significantly students' ability to process print information.

WHERE IS THE ANSWER FOUND?

Question Type 1



The answer is explicit in the story. The words used to make the question and the words that form the answer are in the same or adjacent sentence.

Question Type 2

The answer is in the story, but is more difficult to find than are answers to Type 1 questions. The words in the question and the words in the answer are not in the same sentence and may not be in close proximity. Students would have to skim or scan for the answer.

Question Type 3

The answer is provided indirectly, and students must use background information, inferences and/or predictions.

Provide opportunities for students to read stories, poems, essays, editorials, etc., and develop a set of questions about the reading. Have students in small groups locate answers to their questions and classify their questions as Type 1, 2 or 3.

References

Raphael, Taffy E. "Question–Answering Strategies for Children," *The Reading Teacher*, pp. 186–190, November 1982.

RAP: PARAPHRASING STRATEGY

SUGGESTED APPLICATION

This strategy helps students to remember and understand what they read, particularly when material is detailed or abstract.

DESCRIPTION OF STRATEGY

R – Read the paragraph.

A – Ask questions about the reading; e.g., What is the main idea the author is trying to get across? How does it relate to what I already know? How does it relate to what I have already read?

P – Paraphrase by putting in your own words what has been read.

TEACHING EXAMPLE

A. Have students read a selection and ask them to recall what they have read. The next day, ask them to answer comprehension questions based on the selection and record their scores.

B. Introduce the RAP strategy; give students a selection to read and ask them to RAP it. The next day, have students answer questions to evaluate comprehension.

C. Compare the scores from activity A with B and discuss differences/similarities. Encourage the use of the RAP strategy to improve comprehension and retention in all subject areas.

Adapted from *SPELT: A Strategies Program for Effective Learning and Thinking* (p. 145) by Mulcahy, R., K. Marfo, D. Peat and J. Andrews, 1987. Reprinted with permission.

SELECTING CLASSROOM RESOURCES BASED ON LEVELS OF RESPONSE

The component of reading to which response is most closely related is comprehension. Comprehension involves the process by which ideas are recognized, interpreted, analyzed and reflected upon by the reader. This activity involves the reader in several levels of thinking, which lie on a continuum from a purely literal understanding of the author's ideas to a uniquely subjective and personal response. Diagrammatically this can be illustrated as:

Literal ⟶ Reorganizational ⟶ Inferential ⟶ Critical ⟶ Appreciative/Empathetic

Teachers should choose materials that promote response at all levels, especially levels beyond mere literal comprehension. The English language arts program emphasizes the development of critical thinking strategies. The following procedure will help teachers perform text analyses.

1. *Survey the ideas and information* contained in a selection to determine the message the writer attempts to convey. Identify key concepts, supporting material for these concepts, and new vocabulary. Determine what prior knowledge the text appears to assume.

2. *Identify the way the text is written and organized.* Determine the aids to learning provided by the writer. Organizational aids might include: chapter organization; use of subheadings and marginal notes; typographical devices to signal key ideas, such as italics, boldface, different type sizes, or grouped portions of the text. Other aids may include introductory or summary material, study questions and practical application suggestions. Observe the visuals and determine their relation to the written text.

3. *Determine the kind of student response* the text appears to require, such as processing factual information, formulating concepts, critical thinking or relating personal experience to the material.

4. *Decide what the students should be able to do* as a result of this reading. This may include whole class or small group activities, individual projects, class discussions, applying the information gained from reading to specific problems, or using the reading as input for carrying out projects or writing assignments. Whatever the purpose of the reading, students should understand what the activity will be and how the reading relates to it.

LITERAL THINKING RESPONSES

- paraphrases meanings provided explicitly in the text (see Reading, "QAR Strategies")
- recognizes explicit sequences: order in time; order in space; and stated cause and effect sequences
- relates to graphics; combines written with other visual materials
- retains information necessary for performing specific tasks; e.g., identification and classification of specimens
- follows instructions to complete a task correctly
- recalls specific content sufficient for retelling.

REORGANIZATIONAL RESPONSES

- places ideas into some form of structure, such as an outline or a summary (indicates a more thorough understanding of underlying organizational patterns than is apparent at the concrete level of recall)
- responds to questions in the text that require a "Think and Search" strategy (see Reading, "QAR Strategies").

INFERENTIAL RESPONSES

- distinguishes between fact and opinion
- derives meaning from figurative and symbolic language (metaphorical reasoning; e.g., idioms)
- predicts outcomes and solutions (problem solving)
- recognizes implicit cause-and-effect relationships
- makes comparisons and contrasts
- understands hierarchical relationships
- distinguishes between relevant and irrelevant information in relation to selected points or arguments
- responds to questions in the text that require finding a relationship between what is given and what is known.

CRITICAL THINKING RESPONSES

- judges the quality of the story, evaluating such things as descriptions of reality, fantasy, characters or settings
- formulates questions and ideas that go beyond the information, such as inferences and concepts in the text—formulates hypotheses and theories for further investigation
- judges the validity and adequacy of main ideas, arguments and hypotheses
- evaluates the use of fallacies, such as: false analogy, failure to present all choices, avoiding the question, appealing to ignorance
- recognizes and judges various devices used to influence the receiver of the message: "loaded words", music, voice intonation, emotive language, propaganda.

APPRECIATIVE/EMPATHETIC RESPONSES

- reacts affectively to the content of the story, the characters and events, the mood and atmosphere, the language and tone
- supports personal subjective response
- evaluates the work as it relates personally: "What impact does this have on me?" "What do I think of this?"
- expands the range of personal emotional responses by empathizing with the characters' feelings
- identifies with people/situations encountered in literature
- relates literary experience to personal experience.

References

Smith, Carl B. et al. *Teaching Reading in Secondary School Content Subjects; A Book Thinking Process*. New York: Holt, Rinehart and Winston, 1978.

Lundsteen, Sara. *Listening: Its Impact at All Levels on Reading and the Other Language Arts*. National Council of Teachers of English, 1979.

Molloy, Michael. *Structuring a Literature Program, The Content of Reading*. London: Ward Lock Educational, 1976.

PREDICTING, SUMMARIZING AND WRITING USING STORY CHARTS

Purpose: **The purpose of this activity is to enable students to:**

- **predict the events, behaviours of characters, outcomes, conclusions of print and non-print materials**
- **summarize a reading, viewing or listening activity, a unit in preparation for an examination**
- **develop a story element chart in preparation for writing.**

PROCEDURE

Make a copy of a story element chart on the chalkboard, an overhead transparency or chart paper.

Beginning	Setting	Characters	Action/Problems	Ending

The number of columns in the story element chart and the headings chosen will depend upon the students' background knowledge, level of understanding, the selection and/or activity.

- To help students become familiar with a story element chart, select a television program or a traditional fairy tale and complete the chart with the students.

- Have students suggest a story beginning and brainstorm for the other story element ideas. List these ideas under the appropriate headings. The result can then be used as an outline for a writing assignment. Have students check to ensure that the elements listed relate to each other logically.

- Organize students into small groups to write a story, using the chart. Ask a member of each group to read the original story and compare/contrast the stories in a discussion. Students may wish to role play their stories.

- Have students create story elements by completing a story chart individually. To help students get started, have a student supply information for one of the story elements and create a narrative, using the information supplied. Have students check to ensure that all story information is related.

A chart might be similar to the following example:

Beginning	Possible Setting	Possible Characters	Possible Actions	Possible Ending
Twelve midnight	at home (class input)	me unknown	strange sounds	my hair turned white

Students may complete an individual/group story or a simulation activity. Elicit the assistance of the drama teacher or a senior drama student to provide assistance in completing the following activities. Stories are selected from these classifications: mystery, romance, animal, adventure, science fiction and fairy tale.

The Storyteller: A group of four or five students selects one member to be the storyteller or author. This person sits at a desk and pretends to be typing or writing a story. The student verbalizes the story and the remaining members of the group act it out. When the author stops the flow of the story to think of another line or event, the players must "freeze". The acting is pantomime (without verbals).

Group Story: A group of four or five students will select one member to be the conductor. The conductor begins the story and then points to another team member to continue. The conductor may point to any member, any number of times and each time for a maximum of 10 seconds. The team must tell the story in such a way that it flows logically and smoothly from person to person and event to event.

References

Diagnostic Reading Program, Instructional Strategies 4. Alberta Education, Student Evaluation Branch, 1986, pp. 40–41.

FOLLOWING INSTRUCTIONS AT THREE LEVELS OF DIFFICULTY

The following instructions may be categorized as illustrated.

EASY →

- taking medicine
- following traffic directions
- preparing packaged foods (e.g., TV dinners, macaroni dinners)
- heeding warning signals on equipment (e.g., oil light in car)

MEDIUM →

- following recipes
- building a model
- following laundering instructions
- operating common household appliances (e.g., oven timer, vacuum cleaner)
- following rules for board games (e.g., Monopoly, Clue)
- maintaining and using sports equipment (e.g., bikes)
- operating equipment from rental shop (e.g., carpet cleaner)
- using household chemicals and cleaners (e.g., oven cleaner, drain cleaner)
- following sewing patterns

DIFFICULT →

- assembling furniture
- operating electronic equipment (e.g., VCR machine)
- filling out government forms
- maintaining major home appliances/equipment (e.g., furnace)

ACTIVITIES

1. Have students brainstorm for additional instructions they must follow every day and categorize them as easy, medium or difficult.
2. Have students describe the components of good instructions.
3. Provide opportunities for students to describe the risks involved in giving vague, unclear instructions or not following instructions precisely.
4. Invite appropriate community members to attend a class and give instruction to the students on specific activities or have students interview, in person or by telephone, the appropriate community member regarding:
    - changing oil in a vehicle
    - applying makeup
    - selecting clothing for a variety of occasions
    - styling hair using a blow-dryer and a curling iron.

5. Conference with teachers of occupational courses to obtain instructions students will need to follow within the classroom; e.g., threading a sewing machine, using an oven, following safety precautions, building a wood product. Compare/contrast these instructions in terms of easy, medium or difficult to read/follow.

6. Encourage students to bring instructions from home and compare/contrast whether these are easy, medium or difficult to read and/or to follow. Rewrite sets of instructions to clarify them.

7. Have students make a list of self-monitoring strategies to be used when following instructions (e.g., check/double check).

8. Have students give examples of self-monitoring strategies they can use when **giving** instructions (e.g., ask the receiver questions to check that they are on track and the instructions are clear).

9. Assist students to understand that difficult instructions do not necessarily indicate that the job cannot be completed. Often, instructions in the workplace are of a repetitive nature and, once understood, students will be able to follow them in the future. Brainstorm with the students for strategies to use to manage instructions that appear to be difficult (e.g., trial-and-error approach, ask/watch a friend, ask teacher/supervisor to demonstrate).

VIEWING RESPONSE SHEET

Name: ______________________ Date: ______________

Title of the Visual: ______________________________

Name of Author/Movie Company/Series: ______________________

1. What do you like best about this item? ______________________

2. What is the main idea of the item? ______________________

3. Who is the intended audience? ______________________

4. What feelings were expressed by the visual? ______________________

5. What would you like to know more about? ______________________

6. Complete the PMI★ chart below.

P Plus	M Minus	I Interesting

7. Express your opinion about this visual. ______________________

★See de Bono, Appendix B.

CREATING A PHOTO/PICTURE ESSAY

Integrated Occupational English Language Arts Program students may be visual learners and, therefore, will learn more successfully when viewing is combined with reading, writing, speaking and listening. A photo/picture essay develops cognitive and visual skills, exercises hemispheres of the brain and enhances self-esteem by providing the opportunity for students to use areas of strength to assist in the development of weak areas.

A photo/picture essay assignment enables students to begin the assignment at their current level of language competence, to expand personal levels of ability to stretch their imagination and to gain personal satisfaction.

Be prepared to assist students as required throughout the process. Students may need coaching in specific areas, including:

- composing a title that reflects a holistic view of the sequence
- writing captions that emphasize specific details
- writing a conclusion or personal opinion sentence that summarizes the photo essay.

A photo/picture essay project can be divided into three phases, with each phase activating different skills and alternative modes of expression.

- **THE PLANNING STAGE** relies upon logical, sequential thinking skills and the drawing of visual representations of a simple action.
- **THE ACTING-OUT/PICTURE-TAKING/PICTURE-COLLECTING PHASE** provides for mind and body engagement and hand–eye coordination.
- **THE RECORDING OF THE ACTION PHASE** involves specific reading and writing skills and creative thinking.

Have students begin with four or five drawings, photos or pictures for their essay and develop the topic, using a variety of strategies/techniques (see Writing, "Writing Domains", "The Writing Process", etc.). For example, students could photograph their work experience site and accompany the photos with a written description of tasks and activities. Science experiments, hobbies and extra-curricular activities can all serve as topics for a photo essay assignment.

Celebrate the final products and display them for all to enjoy!

A VARIETY OF VIEWING ACTIVITIES

Purpose: **The following activities will increase student awareness of non-verbal communication.**

1. Ask students to display and/or identify a series of common gestures; e.g., waving, winking, nodding, smiling.
2. View a segment of a television program that is familiar to the students but without the sound. Have students record and compare the gestures observed. Initiate a discussion about the meaning of these gestures, and view the segment again to determine student accuracy.
3. Have the students organize themselves into groups of three to five members to prepare a non-verbal skit. The story should be 1–3 minutes in length and be told entirely through body language and facial expressions.
4. View a film or video on pantomime (e.g., Marcel Marceau: "At the Party") or invite the drama students to perform pantomimes for the English language arts students.
5. Have students list popular songs or movies and play a game of charades.
6. Have students collect descriptive vocabulary and ask them to portray each word non-verbally (e.g., angry, hopeless, ambitious, embarrassed, anxious).
7. Obtain picture sets from the library displaying facial expressions and/or gestures and ask students to identify the meaning of the non-verbal communication.
8. View a televised animated cartoon or a commercial without the sound. Encourage students to organize into pairs or small groups to prepare a script for the cartoon or commercial. Provide time for students to share their scripts with the class.
9. Provide students with magazines. Have students cut out pictures showing non-verbal communication, make posters, label the communication and display these on posters to develop a bulletin board display on "Non-verbal Communication".
10. Have students research body language used by people from other countries and compare/contrast it with that commonly used by Canadians.

NON-VERBAL CUES

Purpose: To provide opportunities for students to recognize non-verbal cues.

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain at their desks. Teachers may assign partners to increase class cohesiveness, etc.

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape-recorder, which means 'A' does not respond to 'B' in any way; rather, just sits without moving.
- Assign 'B' a topic and allow 30–45 seconds for 'B' to discuss the topic (e.g., "My favourite memory", "My favourite TV program").
- Call "stop" and ask 'A' to "play back" the recorded message as closely as possible to the original.
- Reverse the above to allow 'B' to be the tape-recorder and 'A' to play back a topic.
- Debrief students after this section by asking questions similar to the following:
  - How did you feel when you were the tape-recorder?
  - How did you feel when you were the speaker?
  - Did you want to continue speaking when you had no response from the listener?

PART B: POSITIVE NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to use appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics might include "My favourite weekend activity", "Why I like (person or sport)" or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom, model and acknowledge positive non-verbal cues (non-verbally).

- Teachers may wish to praise student behaviour after the first group of students have practised listening skills in order to direct and reinforce the purpose of the activity.
- Debriefing should be positive. Have students discuss their willingness to talk when someone appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.
- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE NON-VERBAL RESPONSES

Parts 'B' and 'C' are interchangeable; i.e., teachers may choose to complete Part 'C' with the pupils before Part 'B'.

- Students are again in pairs.
- Instruct the 'A' group to display quiet, non-verbal behaviours while the 'B' group are talking. Students must remain in their places.
- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").
- Allow 'B' 30 seconds to talk and then reverse roles.
- Some negative non-verbal behaviours may include:
  - avoiding eye contact
  - turning the body away
  - manipulating a pen, pencil, etc., with the hands
  - sighing
  - rolling the eyes up.
- Ask students to describe their feelings when they were the speaker/the listener.
- Compare/contrast the students' feelings and willingness to talk in activities 'A' through 'C'.
- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Provide opportunities throughout the term for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

LISTENING PROCESS

I. Prelistening

1. ESTABLISHING THE CONTEXT

1. Focusing prior knowledge
2. Building background

through

- asking questions
- interviewing
- brainstorming
- reading about topic
- learning about speaker
- familiarization with speaker's dialect, style, etc.
- viewing materials about topic
- using manipulatives
- sharing personal experiences
- predicting non-verbal behaviours from audiotapes
- making word associations

2. FOCUSING ON THE LISTENING TASK

1. Forming intention to listen
2. Determining potential value of message
3. Anticipating meaning through predicting:
   - speaker's intention
   - message content and organization
4. Expecting vocal and/or non-verbal cues to meaning
5. Anticipating speech style differences (e.g., spontaneous talk, written language read aloud)
6. Considering role in terms of context (e.g., size of audience, formality, purpose)
7. Determining relationship to speaker in order to respond appropriately
8. Understanding personal biases

through

- role playing
- simulations
- webbing/clustering/mapping
- listing questions speaker might address
- writing predictions in learning logs
- listening to tape of speaker on similar topic

II. Active Listening

3. LISTENING AND COMPREHENDING

1. Attending
2. Filtering out distractions
3. Focusing on selected stimuli
4. Predicting meaning
5. Getting meaning from phonological, syntactic and semantic sources
6. Using vocal, non-verbal and visual cues to meaning
7. Adjusting to speaker's register
8. Summarizing continuously through inner speech
9. Following on speaker's sequence of ideas
10. Selecting relevant details
11. Understanding main idea of message
12. Evaluating message critically
13. Appreciating speaker's style and language use
14. Making personal associations
15. Understanding speaker's point of view
16. Providing appropriate feedback (e.g., supportive stance, eye contact, gesture, comments)
17. Setting aside personal biases

III. Postlistening

4. RESPONDING AND CONSOLIDATING MEANING

1. Expressing personal understanding of message
2. Associating message with personal experiences, beliefs, attitudes and feelings
3. Making inferences
4. Asking questions to clarify message
5. Comparing personal perceptions and understandings with those of others
6. Drawing conclusions
7. Recalling, clarifying and organizing personal meaning
8. Remembering information using appropriate strategies
9. Evaluating ideas critically
10. Responding appropriately

through

- generating questions
- retelling
- writing in response journals
- examining features of speaker's style/language use
- paraphrasing
- dramatizing
- cartooning/illustrating
- writing in different formats
- discussing/challenging
- sharing/comparing interpretations
- finding supporting evidence

5. EXTENDING THE CONTEXT

1. Extending experiences with ideas in message
2. Extending language experiences beyond message

through

- discussing related issues
- drawing/sketching
- dramatizing
- role playing
- reading/listening to related literature
- debating
- performing puppet plays
- presenting orally on the same topic
- developing visual material
- writing and performing a song
- researching and reporting
- planning and taking field trips
- transcribing talk (e.g., conversation, dialogue, reports)

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LISTENING SKILLS

The following listening skills are to be developed throughout the English language arts program. Teachers and students may use the list to evaluate listening skill development.

A. Listening skills to be used for presentations:

- identifies the speaker's purpose
- attends to speaker, tunes out distraction
- predicts the speaker's purpose for speaking
- listens with pen in hand, ready to take notes.

B. General listening skills to be used in a variety of situations:

- identifies similarities and differences between listening and reading
- recognizes the concept of noise pollution
- identifies bad habits or barriers to listening
- determines individual purpose for listening
- connects listening event to previous personal experiences
- extracts meaning from context clues
- follows the sequence of ideas
- remembers significant details accurately
- follows oral directions
- identifies main idea
- identifies supporting details
- paraphrases spoken messages
- summarizes
- draws conclusions, makes inferences
- asks questions (either mentally or on paper)
- assumes two-way responsibility for communication
- listens in order to imagine and extend enjoyment (e.g., music)
- distinguishes fact from opinion
- recognizes propaganda devices
- detects bias and prejudice
- recognizes persuasive language
    - voice intonation
    - misleading vocabulary
- recognizes emotive language
- evaluates sources of information
    - recognizes the limitations of hearsay evidence.

LISTENING CHART

Name: ______________________ Date: ______________

Complete this chart as you listen to a presentation in class.

Speaker's Name/Title: ______________________

Topic: ______________________

Location of Presentation: ______________________

Speaker's Purpose: ______________________

Examples of:

- facts ______________________
- emotional language ______________________
- language indicating bias ______________________
- propaganda devices ______________________
- opinions ______________________

Noteworthy features of the presentation:

- ______________________
- ______________________
- ______________________

Your opinion/reaction to the presentation and one supporting detail:

____

____

____

____

____

____

GUIDELINES FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers and guest speakers may deliver presentation types as follows:

- Sequence of events – retelling an eyewitness account, a story or a personal experience.
- Cause and effect – identifying consequences, focusing specifically on the causes and effects of a situation.
- Fact and opinion – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- Demonstration – informing and/or instructing about an activity.

The following models may be altered/expanded upon by the teacher, as determined by the needs of the students and the nature of the presentation.

SEQUENCE OF EVENTS

Presentation Title: ______________________ Name of Presenter: ________________

Presentation Type: retelling an eyewitness account, retelling a story, retelling a personal experience (circle one)

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

   Event 1: ______________________
   Event 2: ______________________
   Event 3: ______________________
4. Briefly tell the conclusion of this sequence of events.
5. What was unusual/interesting about this presentation?
6. Write a question you would like to ask the speaker about a sequence of events (to clarify a point, to expand information).

CAUSE AND EFFECT

Presentation Title: ______________________ Name of Presenter: ________________

1. Complete the following chart as the speaker presents.

   - Cause – a reason for an event occurring; something that makes an event happen.
   - Effect – a result; an event; something that happens due to certain reasons.

Cause	Effect
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

2. List two people, characters, countries, organizations, etc., involved.
3. Briefly describe the setting (time/place).
4. State the main idea of this presentation.
5. Briefly tell the conclusion of this cause and effect presentation.
6. What was unusual/interesting about this presentation?
7. Write a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
8. Circle the positive effects listed on the chart above, and be prepared to discuss the positive and negative effects.
9. Identify problem-solving strategies that may decrease the number of negative effects.

FACT AND OPINION

Presentation Title: ____________________ Name of Presenter: ____________

1. What is the main idea of this presentation?
2. a. State the opinion expressed by the speaker.
   b. Is the opinion expressed by the speaker a personal opinion or the opinion of another individual?
3. List supporting details for the opinion.
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. Write a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
7. Do you agree or disagree with the opinion expressed by the speaker?

DEMONSTRATION

Presentation Title: ____________________ Name of Presenter: ____________

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question you would like to ask the presenter about the demonstration.

LISTENING RESPONSE SHEET

Name: Date:

Title of the Presentation:

Date:

1. What did you like best about this presentation?
2. What was the main idea of the presentation?
3. Who is the intended audience?
4. What feelings were expressed by the presenter?
5. What would you like to know more about?
6. Complete the PMI★ chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation?

★See de Bono, Appendix B.

LISTENING SURVEY

Name: ______________________________ **Date:** ____________________

Instructions: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

__________ Paid attention to others' thoughts and feelings.

__________ Maintained eye contact.

__________ Used non-verbal listening skills, such as ____________, ________________ and ____________________.

__________ Spoke without interrupting someone else.

__________ Helped someone else join the conversation.

__________ Helped someone to share personal feelings openly.

__________ Told another person what I liked about him or her.

__________ Found a positive way to handle a negative situation.

__________ Explained my own ideas/opinions clearly without putting others down.

__________ Gave a helpful suggestion.

__________ Allowed others to share, and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

____

____

Name two communication skills you would like to improve.

____

____

A SEQUENCE OF SPEECHES

It is crucial for Integrated Occupational Program students to become self-confident about their oral language abilities. Employers value employees who can communicate effectively and with ease.

A series of planned speeches should be part of the English program. As students progress from Level 16 to Level 36, speeches should progress from self-centred topics to the critical analysis of an issue and time limits should be increased.

Speech No. 1 (1–2 minutes)	Speech No. 2 (1–2 minutes)	Speech No. 3 (2–3 minutes)	Speech No. 4 (2–3 minutes)
Suggested topics: • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done	Suggested topics: • A demonstration on something I do well (e.g., mime, drive a vehicle, cross-country ski) • A demonstration of a community partnership activity	Suggested topics: • A book presentation • A film you should (or should not) see • A personal opinion about a current news issue	Suggested topics: • A report on an interview with someone in the workplace (e.g., job shadowing assignment) • An evaluation of the opinion of another person regarding a current news issue
Objectives: • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness	Objectives: • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become more fluent in speaking in front of an audience • to learn the value of gestures and body movements • to learn to use props and visual aids appropriately	Objectives: • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience	Objectives: • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the sincerity of information

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism, using the "Sample Speech Evaluation Guide" which follows. Overuse or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of distractors (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, students should be given many opportunities to present impromptu speeches. Initiate these 50- to 90-second presentations, using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "My opinion regarding (current news issue) is . . ."
- "Students should be given greater/fewer smoking privileges because . . ."
- "The school team will win the tournament because . . ."

SAMPLE SPEECH EVALUATION GUIDE

Name: ____________________

Topic: ____________________

Date: ____________________ Time: __________ (minutes)

	Yes	Needs Improvement
1. The speaker was adequately prepared.	___	___
Comment: ____________________		
2. There was a definite opening, body and conclusion to the presentation.	___	___
Comment: ____________________		
3. The speaker made eye contact with the audience.	___	___
Comment: ____________________		
4. The speaker was able to control nervousness.	___	___
Comment: ____________________		
5. The speech was audible and clear to all listeners.	___	___
Comment: ____________________		
6. The speaker used notes/cards in a way that did not interfere with the main purpose of the speech.	___	___
Comment: ____________________		

Identify and comment on the speaker's strongest point: ____________________

____

____

Give two specific suggestions for improvement.

1. ____

____

2. ____

____

A GUIDE FOR EVALUATING SPEAKING

Score	Language Conventions	Delivery	Organization	Content
5	Correct grammar and pronunciation are used. Word choice is interesting and appropriate. Unfamiliar terms are defined in the context of the speech.	The voice demonstrates control with few distractions. The presentation holds the listener's attention. The volume and rate are at acceptable levels. Eye contact with the audience is maintained.	The message is organized. The speaker sticks to the topic. It is easy to summarize the content of the speech.	The speaker seems to know the topic well and chooses details that help make the subject clear and interesting. The speaker is in control of the topic and has focused the topic well. Important ideas stand out. The speaker uses the right amount of detail (not too much, not too little) to make the important ideas clear.
3	Correct grammar and pronunciation are used. Word choice is adequate and understandable. Unfamiliar terms are not explained in the context of the speech. There is heavy reliance on the listener's prior knowledge.	The voice is generally under control. The speaker can be heard and understood. The speaker generally maintains eye contact with the audience.	The organization is understandable. Main points may be underdeveloped. The speaker may shift unexpectedly from one point to another, but the message remains comprehensible. The speech can be summarized.	The speaker has some things to say, but doesn't seem to know quite enough about the main idea(s). Some ideas may be clear, while others may be fuzzy or may not seem to fit. The speaker may spend too much time on minor details and/or not enough time on main ideas.
1	Errors in grammar and pronunciation occur. Word choice lacks clarity. The speaker puts the responsibility for understanding on the listener.	The speaker's voice is poor. The volume may be too low and the rate too fast. There may be frequent pauses. Non-verbal behaviours tend to interfere with the message.	Ideas are listed without logical sequence. The relationships among ideas are not clear. The speaker strays from the stated topic. It is difficult to summarize the speech.	The speaker has not thoughtfully explored or presented ideas; he or she does not seem to know the topic very well. Ideas seem very limited or seem to go off in several directions. It seems as if the speaker wrote just to get something down on paper. Ideas are not developed.

A score might be reduced under the following conditions:

- Student attempted but was unable to complete the speech.
- Student read the speech.
- The evaluator was unable to hear the speech and could not, therefore, score in the four categories.
- The speech was under or over the time frame.
- The student used inappropriate language for a classroom.
- The student refused to give the speech.

PREPARING A PERSUASIVE SPEECH

1. State the purpose of your message in one or two sentences, including any action you are seeking.

2. Describe your audience (e.g., classmates, residents of a nursing home, a parent advisory group).

3. Explain where you will get your information (e.g., personal experience, interviews, library research).

4. List any terms you may need to define:

5. Will the issue you are talking about raise concern, or will your audience generally agree with you?

6. Do you expect any negative reactions toward you, the persuader? What might these be?

7. How will you initiate the message (e.g., give a personal example, provide statistics, a vivid description)?

8. What props/visuals might you use to make your message more concrete?

9. How will you conclude the message? (Include some strategies to get the audience to act.)

10. Some **do's** and **don'ts** to think about:

Do	Don't
• get the audience to relate to your message by using concrete examples, a simple demonstration, props, visual aids • show respect for your audience, whatever their views may be • show that you have done your "homework" . . . show that your message is well-researched and reasoned, and that you can defend your position • be concise • focus on the people affected by the problem (e.g., children, the sick, the elderly)—create concern for others • develop a sense of opportunity and challenge to investigate change • develop a sense of urgency—you want action immediately • encourage your audience to participate by seeking simple action from them (e.g., display a bumper sticker, donate a can of food, write a letter)—develop a sense of obligation and responsibility	• pressure the audience by asking too much of them • use "put downs", ridicule or sarcasm to negate the opposing view • hide the opposing side of the problem—be prepared to discuss it fairly and fully if it arises, without resorting to the "ya-but" technique • use the "everything but the kitchen sink" approach—choose only your best arguments • make it appear that your solution comes at the expense of the audience's position • dwell on problems, difficulties or troubles that make the solution seem burdensome

Suggested topics for persuasive speech making:

- Sensitize your audience to the plight of poverty-stricken families and persuade them to donate to the food hamper project.
- Inform your parents of the many interesting outcomes of hosting an exchange student, and persuade them to let you participate in such a program.

Integration activities with social studies:

- Monitor the newspapers for current news issues (e.g., strikes, abortion, free trade). Identify strategies to be used by divergent sides to persuade the audience to see it "their" way.

PERSUASIVE SPEECH EVALUATION GUIDE

Name of Speaker: ____________________ Name of Evaluator: ____________________

Topic: ____________________ Date: ____________________

Time (in minutes): ____________________

1. State, in one sentence, the chief purpose you felt the speaker had in mind.

____

____

2. Evaluate the persuasive speech by checking the appropriate column for each of the following criteria.

	Well Done	Satisfactory	Needs Attention
• The problem was stated clearly and concisely.			
• The speaker used examples, personal anecdotes, visual aids effectively to get the audience to relate to the problem.			
• The speaker stated the consequences of actions we may choose.			
• The speaker offered alternatives.			
• The speaker created a sense of urgency for action.			
• The speaker showed authoritativeness on the topic (i.e., good judgement and expertise).			
• The speaker showed trustworthiness by:			
– presenting issues fairly and fully			
– not acting out of his or her own vested interest			
– sharing and respecting the basic values of the audience.			
• The speaker effectively converted agreement into action.			
• Overall, this speaker was credible.			

3. Provide summary comments that would help the speaker to improve his or her persuasive speaking abilities.

____

____

SAMPLE ACTIVITIES FOR GIVING AND FOLLOWING INSTRUCTIONS

These exercises provide student practice in noting organizational patterns and following spoken directions.

GIVING AND FOLLOWING INSTRUCTIONS

The chart "Giving and Following Instructions" provides four geometric patterns. It may be used in a variety of ways:

- A volunteer may come to the chalkboard without a copy of the chart and try to reproduce it following only the spoken directions of another volunteer (while others in the class follow along with their charts before them).
- All four patterns may be used in a single period-long activity or used one at a time, four days in a row or four weeks in a row.
- The chart may also be used by pairs of students. The first student, viewing the chart, gives directions orally to another who has only a blank sheet of paper. The second must reproduce the pattern by following the spoken directions.

After students become familiar with the four drawings, they may create similar figures and continue with practice sessions.

FOLLOWING SPOKEN INSTRUCTIONS

The incomplete map in "Following Spoken Instructions" provides students with a rough sketch of a neighbourhood. Using it as a guide, listeners must develop a detailed map from spoken directions heard only on the telephone. Have the teacher or a student volunteer tape record the following set of directions. When the recording is played, student listeners fill in street names and important places. Afterward, they may compare their maps for accuracy and listen again to the tape recording to double check the details.

> Voice on the telephone: "The main highway along the top of the map is Blackstone Avenue. It is north of the city. To reach Elmcrest Avenue where the concert is taking place, drive south along Elm Street for five blocks. Then go east on Green Street for eight blocks. You will see a high school on Green Street across from a Mobil station. After going eight blocks along Green Street, turn south on High Street; then go down High Street four blocks to a large bank building and turn west. This is Elmcrest. The concert is in an auditorium also used for sports events. It is three streets west on Elmcrest."

Before students listen to the recorded directions, they should be told to pencil in all the streets and avenues named by the voice on the telephone. The incomplete map given lists all street and avenue names on the bottom so listeners can spell each one correctly. After students have listened to the directions once and have made and compared their maps, they may listen to the recorded voice again to double check their results for accuracy.

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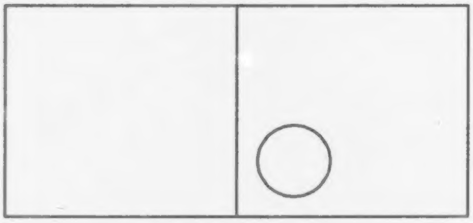
GIVING AND FOLLOWING DIRECTIONS

1.



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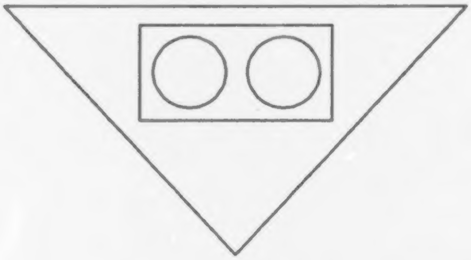

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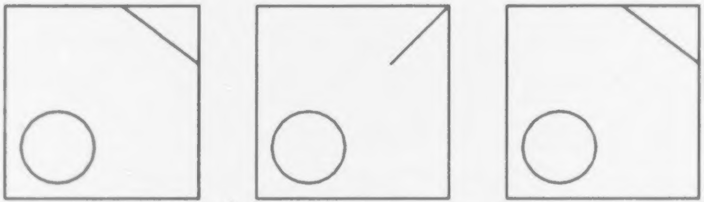

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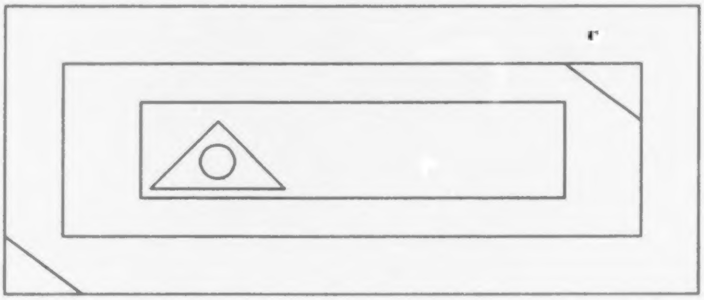
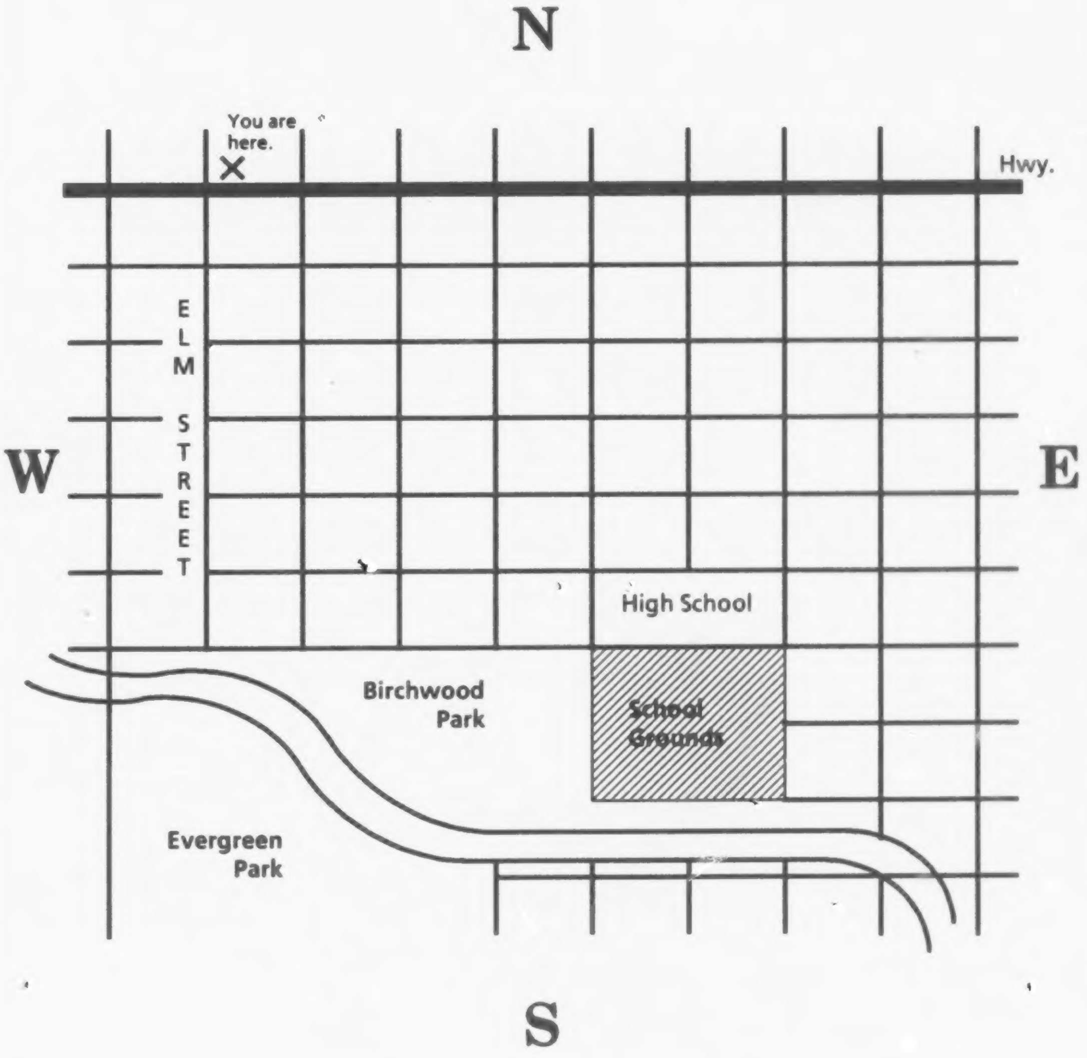


FOLLOWING SPOKEN DIRECTIONS

(Completing a Map)


N
You are here.
×
Hwy.
ELM STREET
W
E
High School
Birchwood Park
School Grounds
Evergreen Park
S

Blackstone Avenue
Elmcrest Avenue

Elm Street
Green Street

High Street

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Classroom Environments: Emotional and Physical Safety" and "Evaluation", in the preamble to this document.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.

- Contribute specific examples of positive behaviours and constructive criticisms;
  e.g., "Jason, I liked the way you nodded your head and smiled when you were listening to Sharon."
  "Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas."
  "If you put this sentence after this one, Bobby, would the meaning be clearer?"

- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.

- Provide examples of appropriate behaviours rather than list inappropriate behaviours;
  e.g.,

Instead of saying:	**Consider saying:**
Don't interrupt.	"Listen to everyone. We all have something important to contribute."
You didn't remain on topic.	"That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic."

- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours;
  e.g., If the discussion has wandered from the topic, ask students for strategies that might be used by group members to remain on topic.
  If a student is not participating, ask students to contribute strategies designed to include everyone.
  If a paragraph does not focus clearly on the thesis statement, ask the students to suggest ways of adjusting the writing to support the thesis statement.

TEACHING STRATEGIES

A. MODEL FEEDBACK BEHAVIOUR

Provide feedback to:

- the entire class after completing a group activity, such as analyzing a community partnership experience
- small groups after completing a group project, discussion, etc.
- individual students about participation in groups, written work, etc.

B. COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared.

e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

C. IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation, and provide opportunities for students to obtain a thorough understanding of the focus.

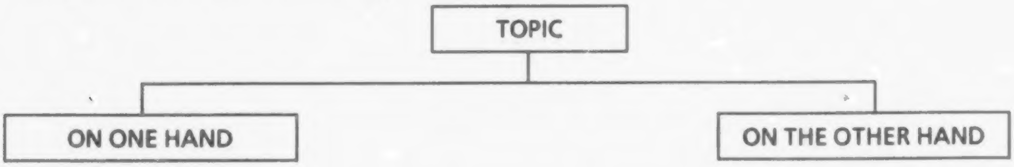
e.g., The intent of the feedback may be to focus on whether or not the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK, TECHNIQUES AND TOOLS (See Evaluation in the preamble to this document and Process at the end.)

e.g., de Bono's PMI★

Plus	Minus	Interesting

Comparative and Contrastive Maps



D. PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion. The focus may increase to two or three skills and/or behaviours, and the subject of the evaluation may vary.

★See de Bono, Appendix B.

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussion strategies and activities which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have students generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussion experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Speaking, "Peer Feedback" and Evaluation in the preamble to this document.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening if a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions, information and suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit

SENDING "I" MESSAGES

"I" messages are statements from the speaker's perspective which describe emotions, a state of affairs, or a series of events. Used appropriately, they are highly effective since:

- "I" messages are descriptive, rather than judgemental and, therefore, there is no need for defensive behaviour on the part of the receiver
- the speaker takes responsibility and ownership for the outcome of the message, thus avoiding placing blame on others
- the speaker's self-assertion is permitted without loss of dignity or pride on the part of the other person
- more honest communication, and resolution of problems, results.

The following suggestions and examples may assist in implementing "I" messages.

- Use "I" with feeling words.
  e.g., "I really appreciate your doing the ironing and folding the sheets and towels. It's a job I dislike."
- Use "when you" with behaviour descriptions; sometimes adding further clarification.
  e.g., "When you make sarcastic comments to me in front of my friends, I get embarrassed. If you are annoyed with me, I would like you to tell me privately."

Assist students to recognize that it is acceptable to:

- experience, identify and express feelings
- have and request fulfillment of needs and wants
- be assertive without hurting or blaming others.

Another skill in sending clear, honest messages is behaviour description. People may provide opinions and judgements about what they see happening, rather than describing what they saw and heard, and how they behaved. Assist students to use specific terms to describe events, using activities such as the following:

1. Make a game out of describing actions exactly as they are seen. Be very specific. (Example: Jimmy, I see you picking up your glass and putting it to your lips. I see the milk disappearing.) Pretend you are on the witness stand and are only giving the facts.

2. Give specific instructions about how to do a job. Then observe to see how closely your listener comes to doing it as you expected.

References

Vester, Nadine. *Communication Tool Kit*. Adapted from John L. Wallen, Northwest Regional Education Laboratory, Portland, Oregon.

PRACTISING "I" MESSAGES

Name: ______________________ Date: ______________

Practise sending "I" messages by filling in the second column. Complete the third column by imagining and writing down possible outcomes of your "I" message.

SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
1. You are the last to get to use the bathroom in the morning, and you are tired of constantly finding it in a mess.		
2. You want to make a phone call, but your sibling has been on the line for the past half hour.		
3. You see your "steady" (girlfriend/boyfriend) out with someone else, and you want to know what is happening.		
4. You want to study, but you are distracted by the loudness of the TV.		
5. You have lent your tool set to a friend who does not look after it and returns it in poor condition.		
6. You have lent some money to a friend who has not repaid you.		
7. You have a car. You pick up a friend on the way to school every day who routinely keeps you waiting.		
8. You have arrived late for school three times this week. You are told you will have a detention—you are asked to explain your problem.		

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SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
9. You are seated in the "No Smoking" section of a restaurant. At an adjacent table, someone lights up and you are bothered by the smoke.		
10. At your work study placement (a day-care centre), you notice a youngster writing and colouring on the wall. The children know the rules about crayons use.		

Review your input in the chart and evaluate your responses, using the following:

- Have you used "I" statements appropriately?
- Have you been clear and specific in describing the problem?
- Have you been straightforward, honest and objective?
- Have you given choices to the receiver, when appropriate? (e.g., To the child at the day-care centre: "I am unhappy to see this mess on the wall. Colouring is done on paper. If it happens again, I will take your crayons away for the day. You decide.")

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

Instructions: Take a few minutes to reflect honestly on your contributions to the class. Put a check mark next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: ________________ Name: ________________________ Date: _____________

1. ___ I contributed ideas without waiting to be asked.
   One idea I contributed was ____

2. ___ I kept my remarks on topic.

3. ___ I supported my ideas and remarks with specific details (e.g., I gave an example).

4. ___ I listened carefully and thoughtfully in my group.

5. ___ I can recall other group members' ideas.
   One important idea was ____

6. ___ I encouraged other group members to tell more about their ideas.

7. ___ I asked other group members questions about their ideas.

8. ___ I showed respect for other members' ideas and opinions, even if I disagreed.

9. ___ I let other members finish speaking without interrupting.

10. ___ I changed my mind about something as a result of listening to other members' opinions.
    I changed my mind about ____

11. ___ I think I might have made someone else change their mind about something as a result of an idea I contributed.
    The issue was ____

12. ___ I have a clearer idea of my own concerns/problems as a result of this group discussion.

13. ___ I have a better understanding of other people's concerns/problems as a result of this group discussion.

14. ___ Something I learned from today's discussion was ___________________________________

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DEVELOPING QUESTIONS

I. **Knowledge** (eliciting factual answers, testing recall and recognition)

Who?
What?
Why?
When?
Where?
How?
How much?
What does it mean?
Describe
Define
Match
Select
Which one?
What is the best one?
Choose
Omit

II. **Comprehension** (translating, interpreting and extrapolating)

State in your own words
What does this mean?
Give an example
Condense this paragraph
State in one word
What part doesn't fit?
What restrictions would you add?
What exceptions are there?
Which is more probable?
What are they saying?
What seems to be?
What seems likely?
Classify
Judge
Infer
Show
Indicate
Tell
Translate
Outline
Summarize
Select
Match
Explain
Represent
Demonstrate
Which are facts? Opinions?
Is this the same as . . .?
Select the best definition
What would happen if . . .?
Explain what is happening
Explain what is meant
Read the graph, table
This represents
Is it valid that . . .?
Which statements support the main idea . . .?
Sing this song
Show in a graph, table

III. **Application** (to situations that are new, unfamiliar, or have a new slant for students)

Predict what would happen if . . .
Choose the best statements that apply
Select
Judge the effects
What would result?
Explain
Identify the results of
Tell what would happen
Tell how, when, where, why
Tell how much change there would be

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IV. **Analysis** (breaking down into parts, forms)

- Distinguish
- Identify
- What assumptions?
- What motive is there?
- What conclusions?
- Make a distinction
- What is the premise?
- What ideas apply? Do not apply?
- Implicit in the statement is the idea of . . .
- What is the function of . . .?
- What's fact? Opinion?
- What statement is relevant, extraneous to, related to, not applicable?
- What does author believe? Assume?
- State the point of view of . . .
- What ideas justify the conclusion?
- The least essential statements are . . .
- What's the theme? Main idea? Subordinate idea?
- What inconsistencies, fallacies?
- What literacy form is used?
- What persuasive technique?
- What relationship exists between . . . ?

V. **Synthesis** (combining elements into a pattern not clearly there before)

- Create
- Tell
- Make
- Do
- Dance
- Choose
- Write (according to the following . . .)
- How would you test?
- Propose an alternative
- Solve the following
- Plan
- Design
- Make up
- Compose
- Formulate a theory
- How else would you . . . ?
- State the rule for . . .
- Develop

VI. **Evaluation** (according to some set of criteria, and state why)

- Appraise
- Judge
- Criticize
- Defend
- Compare
- What fallacies, consistencies, inconsistencies appear?
- Which is more important? Moral? Better? Logical? Valid? Appropriate? Inappropriate?
- Find the errors

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x?
- What do you call this process?
- What kind of character is John?

When you've established that the students have noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again, giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answers but don't realize they have all the pieces to figure them out.

- Well, you knew you needed help; that is a start. Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will you do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!"

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CRITICAL/CREATIVE THINKING AND INQUIRY STRATEGIES

CRITICAL THINKING

The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

CREATIVE THINKING

The process of producing novel and insightful approaches and ideas.

CRITICAL THINKING is a process of analyzing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process can involve the use of criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may be involved in, it is not synonymous with problem solving, decision making or Bloom's taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put, to evaluate the importance of an idea.

CREATIVE THINKING emphasizes divergent thinking and the production of new and original ideas. We value its importance for producing new knowledge, innovations and artistic expressions.

Critical and creative thinking (judging and producing ideas) consist of a number of strategies using various skills. Some of the skills are listed below.

Critical Thinking Skills

Distinguish between facts and opinions
Determine the reliability of information
Determine the accuracy of information
Distinguish relevant from irrelevant information
Detect bias, stereotyping, clichés and propaganda
Identify assumptions
Identify ambiguous statements
Recognize inconsistencies in a line of reasoning
Determine strength of an argument
Consider and assess a variety of alternatives before forming an opinion or making a decision

Creative Thinking Skills

Reassess ideas and approaches
Identify new ways of doing things
Combine the best from the old and the new
Organize ideas in new ways
Express thoughts and feelings in original ways

INQUIRY STRATEGIES

Inquiry strategies are used to locate and organize information about a question, a problem or an issue.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem

Develop questions or hypotheses to guide research

Gather, organize and interpret information

Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

Identify an issue

Identify possible alternatives

Devise a plan for research

Gather, organize and interpret information

Evaluate the alternatives, using collected information

Make a decision, plan or take action on the decision (if desirable and feasible)

Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL

Identify and focus on the issue

Establish research questions and procedures

Gather and organize data

Analyze and evaluate data

Synthesize data

Resolve the issue (postpone taking action)

Apply the decision

Evaluate the decision, the process and (where pertinent) the action

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to strategy teaching uses the following instructional steps:

1. **TESTING** students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.
2. **DESCRIBING** the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.
3. **MODELLING** the strategy for students. Teachers should think aloud so the student can follow every process involved in the strategy.
4. **ASKING** students to rehearse verbally.
5. **PRACTISING THE STRATEGY** with the students through controlled activities/materials.
6. **PROVIDING TEACHER FEEDBACK.**
7. **USING LEVEL-APPROPRIATE ACTIVITIES** to practise strategies.
8. **PROVIDING POSITIVE AND CORRECTIVE FEEDBACK** as students progress through practice material.
9. **RETESTING STUDENTS** to determine the extent of acquisition of the strategy. (Same test given in Step 1, using different materials.)

References

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods,* Love Publishing Co., Denver, 1979.

de BONO'S TOOLS FOR TEACHING THINKING: CoRT

> "Thinking is a skill, and like a skill, it can be developed and improved if one knows how."
>
> – Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is one of the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real-life problems change but the tools remain applicable. A list of thinking tools follows.

PMI Tool This tool reminds students to direct their attention first to the **Plus** points, then the **Minus** points and finally the **Interesting** points of a new idea, not just to a yes or no conclusion. Students must make an honest and thorough search in each direction. Once this thinking tool is learned, students will use it spontaneously and independently in their problem-solving endeavours.

Example:
What would happen if we removed all the seats from city buses?

Plus	Minus	Interesting
• more passengers could be transported • it could then become less expensive to ride	• accidents could be disastrous! • bus travel would be uncomfortable	• human interaction would change • people in wheelchairs may appreciate change

Applied to real-life problem-solving situations, a PMI can help individuals to clarify and arrive at answers to such questions as:

- Should I quit school?
- Should I move to the city?
- Should I take a part-time job?
- Should our school adopt uniforms as the standard dress for all students?

C and S (Consequences and Sequels)

- listing the immediate, short-term and long-term effects of a choice to help make a decision.

CAF (Consider All Factors)

- brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

FIP (First Important Priorities)

- making and examining a list and priorizing items in the list.

AGO (Aims, Goals, Objectives)

- developing an action plan and/or making a decision by examining the desired outcomes.

APC (Alternatives, Possibilities, Choices)

- searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

OPV (Other People's Views)

- collecting, examining and considering the views of others.

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (e.g., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practice, using these tools, in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the most appropriate tool to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking," *Curriculum Review*, January/February 1986, pp. 13–16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method," *Special Services in the School*, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33–47.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent in teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The English program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

While learning-to-learn strategies are formally addressed in the English program, all teachers are encouraged to reinforce inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the English class. Other IOP teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in another context. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of inquiry strategies.

Critical/Creative Thinking Strategies are intended to structure process skills to help develop student:

- awareness of individual learning patterns
- repertoires of thinking strategies
- application of a variety of thinking strategies.

Five critical/creative thinking strategies are recommended for use in the Integrated Occupational Program:

- brainstorming (fluency)
- mind mapping
- semantic webbing
- lateral thinking
- movies of the mind.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking, as the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- review previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that . . .)

The following suggestions may prove useful to introduce and apply fluency:

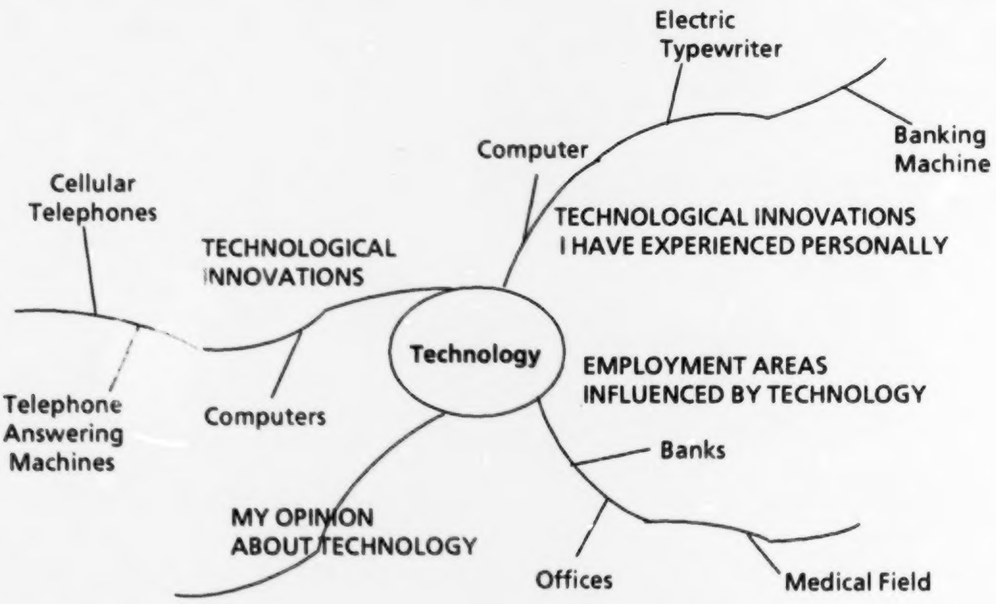
1. List the names of all the jobs you can think of. Special recognition will be given to the student who lists the largest number and/or who lists a job others fail to identify.
2. Tell me/us all the organizations/agencies related to the medical system and I/we will summarize your comments on the overhead.
3. Organize yourselves into groups of three, and make a group list of uses for a paper plate.
4. We have been calculating wages in mathematics class. Where in the community can we go to learn more about wages, salaries and other employee financial concerns?

MIND MAPPING

Mind mapping is similar to fluency in that free thinking is encouraged, and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the mind mapping thinking strategy. Mind mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a prewriting activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information.

The diagram below illustrates the use/structure of the mind mapping strategy by exploring a concept in preparation for writing.


Electric Typewriter
Banking Machine
Computer
Cellular Telephones
TECHNOLOGICAL INNOVATIONS I HAVE EXPERIENCED PERSONALLY
TECHNOLOGICAL INNOVATIONS
Technology
EMPLOYMENT AREAS INFLUENCED BY TECHNOLOGY
Telephone Answering Machines
Computers
Banks
MY OPINION ABOUT TECHNOLOGY
Offices
Medical Field

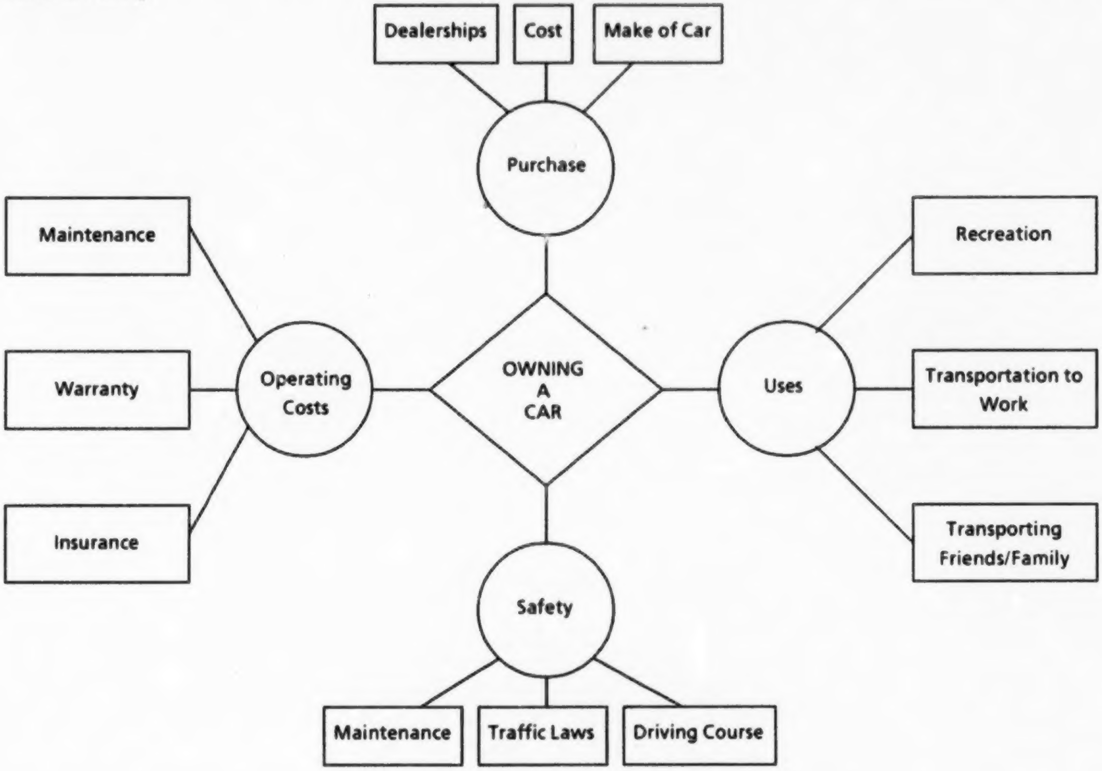
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include technology and the quality of life in the community, province, country.

SEMANTIC WEBBING

Semantic webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, qualities and behaviour of the main character, the plot and/or the conflicts of a story
- illustrating parts of a piece of equipment.

A diagram of a semantic web follows, using "Owning a Car" as the main idea. A semantic web may serve to initiate further exploration of each detail and/or subdetail. To illustrate, "Safety" could become the main idea of a new configuration which might investigate details and subdetails of vehicle safety.


Dealerships
Cost
Make of Car
Purchase
Maintenance
Warranty
Insurance
Operating Costs
OWNING A CAR
Uses
Recreation
Transportation to Work
Transporting Friends/Family
Safety
Maintenance
Traffic Laws
Driving Course

LATERAL THINKING

A lateral thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending a current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing financial support for social services may not necessarily improve the quality of care; increasing technology may not necessarily improve quality of life and employment opportunities, etc.; increasing the number of highways may not be the ideal way to solve transportation problems.

Lateral thinking may prove to be challenging to most students as they are required to alter an often deeply ingrained mind set—that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking, using fairly simple concepts such as asking students to think of everything with:

	Sample Responses	
	Conventional	Unconventional
• wheels	bicycles	watches
• a triangular shape	Christmas trees	cones on the retina of the eye
• gills	goldfish	human embryos
• the letter "z"	zebras	scrabble games

Students' lists will contain conventional responses (bicycles, Christmas trees, goldfish, zebras) and with practise will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind sets.

Subject-related examples of lateral thinking might include:

- Mathematics: Fractions—e.g., ¼
  - quarter time in music
  - quarter of an hour
  - quarter per cent regarding interest rates
  - quarter horse
  - quarterback
  - quarter of one dollar.
- Practical Arts: Cooking—If the stove fails to function, how can we cook?
  - a barbecue
  - a campfire
  - a heated rock
  - a car manifold
  - a microwave oven.

MOVIES OF THE MIND

The movies of the mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie, and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind about when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics could then be developed, and students would build new information upon old, recalled knowledge.

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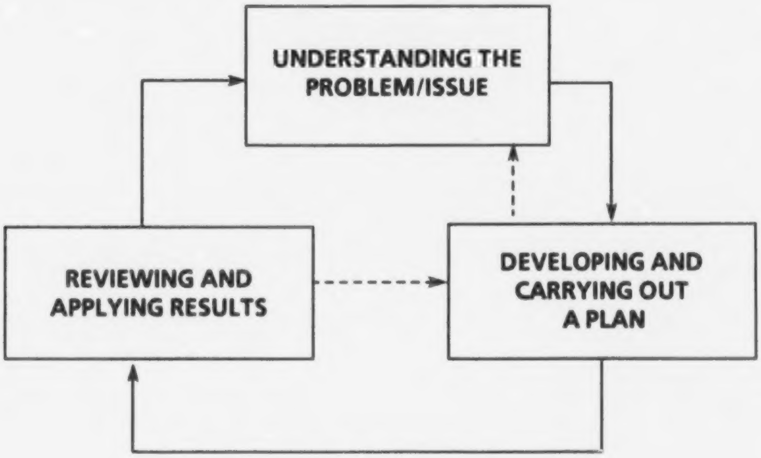
A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR IOP

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use depends on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.


UNDERSTANDING THE PROBLEM/ISSUE
REVIEWING AND APPLYING RESULTS
DEVELOPING AND CARRYING OUT A PLAN

The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities in context and/or in a skills-focused mini-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interests and experiences, and that the cognitive demands of the issue/problem correlate with developmental levels of the students.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem; however, past experiences or present attitudes may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve it. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution, and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making or solving similar problems
- considering the possibility of other answers.

COOPERATIVE LEARNING

Cooperative learning is a teaching–learning strategy that encourages and requires students to work together in order to achieve common goals. Teachers provide a situation that is structured in such a way that students are dependent upon each other to complete a learning task.

Note: *The degree of success achieved through cooperative learning strategies depends upon effective and continuous teacher, peer and self-evaluation, nature and interpersonal maturity of students and focus of the activity. Teachers are encouraged to select teaching strategies in keeping with abilities and needs of students.*

The basic elements of cooperative learning are:

- positive interdependence of group members:
  - common goals
  - division of labour
  - sharing materials, information and resources
  - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

Teachers are encouraged to review a variety of appropriate materials in order to enhance understanding of cooperative learning and related classroom strategies. The following may be of assistance:

- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Circles of Learning: Cooperation in the Classroom.* Interaction Book Company, 7208 Cornelia Drive, Edina, MA, June 1986.

- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Cooperation in the Classroom: Revised.* Interaction Book Company, 7208 Cornelia Drive, Edina, MA, 1988.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor; rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of two to four members
- Have each student become responsible for a section of the total task:
  e.g., gathering data for a visual, answering questions, completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty squads". The "specialty squads" will enable students to master the topic through discussion, note-making, etc. Students will develop a plan to present the information to their "team group".

- Use a variety of methods and sources to evaluate student, individual and group performance. (See "Evaluation" in the preamble to this document, pages 20–23.) Marks should be based on the average of an individual's grade and the average of grades obtained by the remainder of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY: PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver:

- may restate the sender's message and feelings (not mimic or parrot)
- may preface statements, using phrases, such as:
  - you think, feel, believe that . . .
  - your position is . . .
- should avoid any indication of approval/disapproval
- should be accurate
- should avoid adding or removing information
- should try to put self in sender's position.

SQ3R STRATEGY

SQ3R is a study method designed by Robinson (1946) and refers to Survey, Question, Read, Recite and Review. The steps involved in the SQ3R approach are:

1. **Survey:** surveying to provide a framework for organizing facts:
   - noticing chapter titles and main headings
   - reading introductory and summary paragraphs
   - inspecting graphs, charts and other visuals.
2. **Question:** formulating a list of questions to be answered when reading the passage.
3. **Read:** reading the passage to answer the questions.
4. **Recite:** answering the questions without looking at the material.
5. **Review:** verifying and correcting recited answers by rereading the passage and noting the main ideas and the relationships that exist among various ideas.

This method helps students remember **content material**. SQ3R works well with more competent readers. For those with serious reading difficulties, the PARS or Multipass techniques are more effective alternatives.

References

Robinson, F. P. *Effective Study.* Harper Brothers, New York, 1946.

PARS TECHNIQUE

PARS is another study–read technique which consists of four steps:

- P – set a purpose
- A – ask questions
- R – read in order to find answers to the questions
- S – summarize what has been learned in one's own words.

1. **Purpose.** As a prereading activity, discuss with the students why they need to read the selection (e.g., to obtain information, to follow instructions).

2. **Ask questions.** Students may require help to formulate the questions they will need to guide them through the reading selection.

   Questions can relate either to the author's purpose:

   e.g., What are the author's main ideas?
   How are these ideas supported?
   What conclusions are reached?

   or to the specific content:

   e.g., What is the nature of water power?
   What applications can be made of water power?

   It may help to represent the questions using a semantic web. (See Reading, "Semantic Webs and Maps".)

3. **Read.** When purposes are set and questions are formulated, students are prepared to read. They now have a structured plan for processing the information and ideas, which will enable them to increase the amount of content retained and to retain information for longer periods of time.

4. **Summarize.** Learning becomes fixed in students' minds as they express principal ideas in their own words.

References

Nelms, Virginia C. and Maybelle Newby. "Comprehension of Expository in Middle Grade Classrooms," 1985. Paper presented at the annual meeting of the Georgia Council of the International Reading Association, Spring Conference.

MULTIPASS: A STUDY–READ STRATEGY

Multipass is a study–read strategy that has proven to be a highly effective strategy for students with learning difficulties (Schumaker et al., 1982). Multipass is essentially an adaptation of the SQ3R method. SQ3R tends to be more successful with stronger readers.

Multipass involves three substrategies: Survey, Size-up and Sort-out. Each substrategy requires the student to "pass" through the reading material.

1. **Survey Pass.** This is a previewing pass, the purpose of which is to ascertain the main idea and organization of the reading material. Specifically students are required to:
    - read the title
    - read the introductory paragraph
    - peruse the table of contents, noting relationships among the chapters
    - note how the piece is organized by reading major subtitles
    - look at illustrations and read the captions
    - read the summary paragraph
    - paraphrase all the information gained from the above.

2. **Size-up Pass.** On a size-up pass students gain specific information and facts without reading the piece from beginning to end by:
    - reading questions at the end of the selection to determine what facts appear to be the most important to learn
    - placing a check mark (✓) beside questions they can answer as a result of the survey pass
    - working through the chapter again, and this time:
        - look for textual cues (e.g., boldface print, italics)
        - make the cues into questions (e.g., if the cue was the italicized vocabulary word "conqueror", students ask, "What does conqueror mean?")
        - skim through the surrounding text to find the answer
        - paraphrase the answer to themselves, without looking in the book
        - paraphrase all the important facts and ideas in the entire chapter.

3. **Sort-out Pass.** On this pass, students test themselves on the material by once again looking at the questions. If some remain unanswerable, students may:
    - recall and skim the section where they might locate the answer
    - if the answer is not found, recall and skim another relevant section
    - repeat until all questions are answered.

References

Schumaker, J. B. et al. "Multipass: A Learning Strategy for Improving Reading Comprehension," *Learning Disability Quarterly*, Volume 5, Summer 1982, pp. 295–304.

DIRECTED READING/THINKING ACTIVITY (DRTA PROCEDURE)

The DRTA procedure allows students to set their own purpose for reading and to test and evaluate their ideas through observation and organization of available data. The procedure is most appropriately used with a small group.

Steps

1. Students are told the name of the story or assignment and asked to predict what they think it is about.

2. Students check their predictions by looking at pictures and graphics, and by actually reading the material.

3. Students read to determine who made the right predictions, and why.

4. Formulate questions relating to predictions. Teachers' and students' questions fall into three categories:

   - What do you think?
   - Why do you think it?
   - How can you verify or refute your thinking?

When the DRTA routine is established, students can use the following guide to work independently and respond in writing.

1. Read the title and note pictures and other graphics. What do you expect the story/article will be about? Why? Write your answers to these two questions before you read any of the material.

2. Read the story to verify or refute your speculations. Were you right? Prove it. Were you wrong? How do you know? Write your answers to these questions.

3. Also, as you are reading, consider what you expect to happen next, and why.

If the material read is expository and contains subtitles, students should be taught to restate each subtitle as a question. This will set the purpose for reading the section it introduces.

SCORER: TEST-TAKING STRATEGY

Description of Strategy

This strategy is designed to aid students to approach test taking systematically.

1. **S – Schedule** your time. The student must think of:
   a. How many questions are there?
   b. What are the weightings of the various questions?
   c. Which questions are easy? Difficult? Quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one-hour time limit is: 60/120 = .5 minutes per question).

2. **C – Clue** words. Most exam questions have built-in clues. Use them. [See "Test-taking Clue Words".]

3. **O – Omit** the difficult questions. The following procedure is suggested to aid students in this step.
   a. Move quickly through the test for the initial pass: don't dawdle; keep moving.
   b. When a question appears easy or you're certain of the answer, answer it.
   c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
   d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
   e. If you still are unable to answer on the second pass, mark the questions again by changing the "+" to a "++" or ✓ to "✓✓". Keep moving.

4. **R – Read** the directions for the entire test and for each test question very carefully.

5. **E – Estimate** your answers. This could have two meanings, according to the type of test question:
   a. Those involving calculations or problem solving—roughly estimate the 'ball park' figure.
   b. Multiple choice—take an educated 'guesstimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you are penalized for wrong answers.

6. **Review:**
   a. Use every minute available to you. Return to the double checked (++ or ✓✓) difficult questions first. Look for new clue words and hints. Next, review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
   b. Only change answers if you have a good reason to do so.
   c. Be sure all questions are answered.
   d. Make certain that your name is **printed** on all separate sheets.

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TEST-TAKING CLUE WORDS

All or Never: In true–false questions, these words usually indicate a false answer.

Usually or Sometimes: In true–false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

Compare	– Look at two or more things and find how they are alike.
Contrast	– The opposite of compare. Look at two or more things and see how they are different.
Criticize	– Look at something and write about its worth. What might be wrong with it?
Define	– Give a clear meaning.
Diagram	– Make a drawing or a chart and label all the parts.
Discuss	– Explain the good and bad points of something.
Enumerate	– Answer in an outline form; list all the facts point by point.
Evaluate	– Similar to discussing, but more emphasis is on individual opinions.
Explain	– Tell how and why something happened.
Illustrate	– Support the written/spoken answer with a drawing or chart.
Interpret	– Give a personal opinion as to how and why something happened.
Justify	– Prove a personal answer by providing evidence.
List	– Put the answer down point by point.
Outline	– List the major and minor points.
Prove	– Present evidence to justify the answer.
Relate	– Emphasize points that are similar/different and describe them in writing.
Review	– Examine the major points of the problem critically.
State	– Write about the main points omitting any details. Be brief.
Summarize	– Present the main points only.
Trace	– Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

AN INVENTORY OF STUDY SKILLS

To help develop study skills, students should:

- adjust reading rate to suit reading task (e.g., skimming, scanning)
- apply study–read strategies appropriately (e.g., multipass, PARS)
- use information from maps, graphs, charts
- apply strategies to get an overview of reading material (e.g., make use of advance organizers such as headings, summaries)
- keep lists of difficult vocabulary that must be reviewed
- interpret common symbols, signs, abbreviations
- locate reference materials in the library
- locate information in a book (e.g., use table of contents, index, chapter headings)
- develop note-taking strategies in formats appropriate to the task
- organize notes/handouts so they are easy to locate when necessary (e.g., in binders)
- file important assignments/examinations for future study
- develop test-taking strategies
- generate questions (e.g., possible examination questions) for guiding individual studying
- highlight material to be emphasized for future study (e.g., make margin notes; use highlighter pen, underline)
- develop mnemonic devices and other memory joggers as an aid to comprehension and remembering
- be aware of personal learning style/modality preference, and establish a study environment to suit their needs (e.g., auditory learners need complete quiet)
- prepare study environment to make the most of available time (e.g., have on hand sharpened pencils, eraser, highlighter pens, ballpoint pens, scrap paper and calculator)
- manage free time/set up a schedule to review, practise and study material to be tested
- manage stress when studying and taking examinations
- develop self-management strategies for directing/focusing attention and increasing concentration.

PREVIEWING A RESOURCE

Purpose: To preview a resource.

OVERVIEW

Students will preview a resource to identify the information and resources contained in it, and how these may be helpful. Students will practise skills in locating and organizing information. This activity can be extended with a review of, or instruction in, note-taking methods.

PROCEDURE

1. Provide students with a checklist of the parts of a resource.

2. Initiate discussion on why various features are in a resource and what possible help or use they could be to the student. Discussion should conclude with students identifying several ways in which the resource can help them personally.

   Students should also offer comments on whether or not they think the resource is a good choice, explaining their reasons and whether or not they think it will be helpful to students.

3. Follow this activity with a review of good note-taking techniques, using the resource as the basis for the notes.

4. Throughout the course, reinforce previewing/surveying skills as students use individual chapters in the resource.

EVALUATION

- Informally evaluate the accuracy of students' preview worksheets through discussion and self-correction.

- Have students exchange worksheets and peer evaluate.

- Provide opportunities for students to compare worksheets in pairs or small groups.

- Have students hand in their sheets for teacher formal evaluation.

Note: *The overview may be adjusted to be used with magazines, newspapers and audio-visual materials.*

A CHECKLIST FOR PREVIEWING A RESOURCE

Name: ______________________________ **Date:** ______________

1. Title:
   a. What is the title? ______________________________
   b. Is there a subtitle? It is ______________________________
   c. What does the title tell you about the kinds of topics this resource will cover? ______________
   d. What is the type of resource?
      - textbook ☐
      - library reference book ☐
      - other ☐ ______________________________

2. Front of Resource:
   a. Which of the following are included?
      - preface ☐
      - foreword ☐
      - introduction ☐
      - specific information to the student ☐
   b. Look at the table of contents. List four topics this resource will cover.

      ______________ ______________

      ______________ ______________

3. Back of Resource:
   Which of the following are included?
   - bibliography ☐
   - epilogue ☐
   - glossary ☐
   - index ☐
   - appendix ☐

4. Sample Chapter/Section—look at one chapter/section in the resource.
   Which of the following are included in each chapter?
   - headings—list 3 __________, __________, __________
   - introduction ☐
   - objectives for the chapter ☐
   - summary or conclusion ☐
   - exercises or review questions ☐
   - vocabulary list ☐
   - charts, graphs, pictures, etc. ☐
   - words in italics, boldface type, highlighted sections. ☐ If so, what are these techniques used to indicate? ______________

3.4

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for an evening. To illustrate, a sample follows.

ACTIVITY	Start/Finish	Elapsed Time
Return from school	4:30 PM	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, household chores	6:00 – 7:30	90 min.
Watch TV	7:30 – 8:30	60 min.
Homework/study	8:30 – 9:30	60 min.
Bath	9:30 – 10:00	30 min.
Listen to music	10:00 – 11:00	60 min.
Bed	11:00 PM	

Have students determine the listed activities that may be inflexible or beyond their control, such as mealtimes and household chores, and those that are flexible, such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

DAILY SCHEDULE

		Total hours/min.
Inflexible time		1 hr. 15 min.
e.g., chores, meals		
Flexible time		4 hrs. 15 min.
e.g., Entertainment		
– participating in sports	1 hr. 15 min.	
– watching TV	1 hr. 30 min.	
Personal care	30 min.	
– bathing		
– hair care		
Homework	30 min.	
Studying	15 min.	
Snack	15 min.	
Total Time:		5 hrs. 30 min.

Have students refer to their personal time chart/daily schedule and complete the following activities.

- Calculate the per cent of total time devoted to activities during flexible time, such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject per evening to study.

Remind students that managing time by completing homework and studying daily may decrease the time they will need to spend studying prior to an examination.

3 .6

MODALITY PREFERENCES

Indicators of Modality Preference	To Accommodate Learning Modalities Use:
AUDITORY LEARNER makes noises prefers oral reading moves lips when reading silently is easily distracted likes phonics—spoken language is easier than written talks to self—counts out loud likes to discuss what needs to be done learns better with oral instructions requires oral interpretation of maps and diagrams studies either by reading the material to self, or by discussing it with others says material to self in order to learn it	poetry choral speech music oral drill teacher-read stories debates discussions tapes, radio lecture records speakers interviews telephone small group interchange oral presentations
VISUAL LEARNER examines, looks at and reads about things is quiet, organized and deliberate finds attractiveness of surroundings important organizes by size, colour or other visual clues likes to help with displays and bulletin boards is first to pick up mistakes on the blackboard would rather read than be read to chooses a book frequently by its picture or its illustrations likes vivid imagery in stories doodles and draws (with detail) needs visual aids finds phonics hard unless symbol and printed word or picture accompany the sound watches outside the window has trouble remembering verbal messages	films/filmstrips videos maps/globes charts diagrams graphs photographs slides cartoons/captions transparencies books drawings paintings pictures objects/artifacts flash cards displays models puppet shows microscopes telescopes magnifying glass mime skits/plays

Indicators of Modality Preference	To Accommodate Learning Modalities Use:
TACTILE/KINESTHETIC LEARNER appears to be confined in the classroom points finger when reading responds physically when listening to a story drops things often likes to make things likes to set up equipment touches to get attention stands closer to the person he or she is talking to than do most people responds to physical touch likes to write on the blackboard moves lips when reading	models/transparencies manipulatives games diorama acting/mime/charades role playing field trips simulations filmstrips and/or slides transparencies dance plays/improvisations musical instruments body language labs note-taking orienteering show and tell puzzles puppets objects—stamps, rocks, insects

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MODALITY PREFERENCES QUESTIONNAIRE

	True	False
1. In my spare time, I enjoy:		
a. watching TV	____	____
b. listening to music (tapes)	____	____
c. participating in team sports (e.g., rugby, hockey)	____	____
d. going to the arcade	____	____
e. visiting with my friends	____	____
f. reading books, magazines, comics	____	____
g. going to the movies	____	____
h. doing handwork (e.g., knitting, embroidery)	____	____
i. making models	____	____
j. going to the library	____	____
k. fixing things (e.g., working on a car)	____	____
l. reading the newspaper	____	____
m. going to places I've never been before (e.g., museum, garage sales, parks)	____	____
n. individual sports (e.g., jogging, biking)	____	____
o. playing games (e.g., cards, chess)	____	____
p. writing letters to friends	____	____
q. having a part-time job	____	____
r. drawing, sketching	____	____
s. listening to the radio	____	____
t. doing homework for school	____	____
u. taking photographs	____	____
v. working on the computer	____	____
w. practising a skill I want to perfect (e.g., dancing)	____	____
2. I learn new things best by:		
a. watching a demonstration	____	____
b. hearing an explanation (teacher, tape)	____	____
c. following a diagram, chart or map (e.g., going to my friend's house for the first time)	____	____
d. following charts, maps or diagrams that someone explains to me	____	____
e. watching a filmstrip	____	____
f. reading a book	____	____
g. playing games or role playing to prepare myself for the "real thing" (e.g., mock job interview)	____	____
h. reading a book that contains many pictures and diagrams	____	____
i. having a friend or classmate explain in their own words	____	____
j. experimenting and working things out by myself	____	____
k. working alongside someone who can check my work as I go along	____	____
l. watching a movie (e.g., *Shop Safety*)	____	____
m. going someplace and seeing for myself (e.g., field trips)	____	____
n. having absolute quiet around me while I am learning	____	____

3. I remember things best by:

	True	False
a. watching a movie or TV	____	____
b. reading	____	____
c. hearing someone explain	____	____
d. writing things down (e.g., dates, telephone numbers, reminders to do things)	____	____
e. watching demonstrations	____	____
f. thinking up a mnemonic device (e.g., the postal code for Strathmore is T0J 3H0; or Take Out Joy, Three Hours Only)	____	____
g. saying it over and over to myself until I'm sure I know it (e.g., locker combination)	____	____
h. doing something over and over again until I can do it automatically (e.g., opening my locker, starting up equipment)	____	____
i. talking things over with friends or adults, especially if I might make mistakes	____	____
j. being reminded by someone else (e.g., teacher, parent)	____	____

SCORING FOR MODALITY PREFERENCES

1. Circle the number corresponding to each question that you indicated was true.

Key:

Auditory	Visual	Tactile/Kinesthetic
1a	1a	1c
1b	1d	1d
1e	1f	1h
1g	1g	1i
1s	1l	1j
2a	1p	1k
2b	1t	1m
2d	2a	1n
2i	2c	1o
2l	2d	1q
2m	2e	1r
3a	2f	1u
3c	2h	1v
3e	2l	1w
3g	2o	2g
3i	3a	2j
3j	3b	2k
	3d	2n
	3e	3h
	3f	
___ 17	___ 20	___ 19

2. Tally your score in each area. Which learning modality do you use most often—auditory (hearing), visual (seeing) or tactile/kinesthetic (experiencing)?

TIPS FOR ACCOMMODATING THE MODALITIES

NOTE: 20–30 per cent of school age children appear to be AUDITORY

35 per cent (approximately) of school age children appear to be VISUAL

30–40 per cent of school age children appear to be KINESTHETIC/TACTUAL, VISUAL/TACTUAL

15 per cent (approximately) of school age children appear to be KINESTHETIC

Following are suggestions for accommodating the auditory, visual and kinesthetic learning modalities. This categorization is not precise. Readers' theatre, for example, is visual, auditory and kinesthetic. Using a variety of activities is the key. Sometimes allow learners to choose; at other times stretch their repertoires by choosing for them.

Remember, learners are set up for success when presented with new material in their preferred mode.

READING

Auditory

- Read aloud to learners
- Have audiotapes available that give information. Include questions, allow think time and provide answers
- Have learners prepare choral reading, readers' theatre, oral presentations
- Point out the music of language
- Use chanting and rhyming to aid memory
- Use phonics
- Provide talk time for reviewing what has been read and for anticipating what is going to be read
- Develop the "mind's ear" so learners don't have to disturb others with their vocalization during quiet times
- Find music and sound effects to accompany stories and essays

Visual

- Have learners anticipate, speculate, predict and question before reading
- Have learners write "what ifs" regarding the text
- Have learners draw their answers to questions and/or book reports
- Develop sight vocabulary
- Encourage silent reading
- Have learners make "mind movies" while they read
- Assign visual essays
- Have students underline and make margin notes

Kinesthetic

- Help learners define a purpose for reading
- Appeal to the emotions of the learners first, then set the task
- Encourage learners to make time lines, sequence charts, mind maps and to underline key words and phrases as they read
- Have learners act out what they have read
- Ask students to respond to what has been read, using models, collages, mobiles or dioramas

WRITING

Auditory

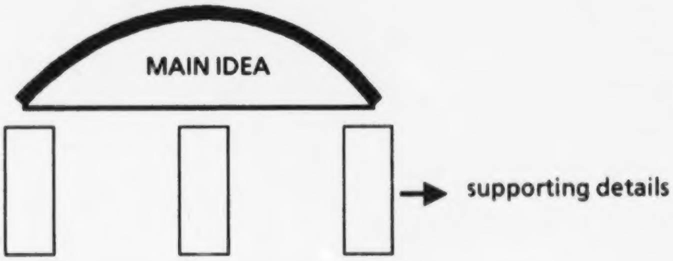
- Talk enables learners to extend and refine ideas. Use brainstorming, small and large group discussion, questioning and improvising
- Have learners share written work with other students in pairs or small groups. Hearing their writing often triggers revision, deletions and additions
- Have learners present polished copy orally to the class, on audiotape or on videotape

Visual

- Imagine the topic. Have learners visualize how they feel, what they see (colour, texture, size, shapes . . .), what they hear and what they smell. Have them make comparisons (metaphors and analogies), consider positive and negative reasons, and differences and similarities
- Make displays of student writing in the classroom, in the school hallways, and in the community
- Have learners colour code and cut and paste their revisions so they can see how their work improves

Kinesthetic

- Have learners keep a file of notes and jottings of ideas for writing (an idea bank)
- Have learners draw conceptual maps or make outlines to cluster ideas. Provide headings for those learners who need them
- Encourage students to use shapes to organize and separate ideas; e.g.,



- Have learners improvise dialogue before writing it
- Provide a hands-on experience or a field trip as a prewriting activity
- Encourage learners to use a word processor

STUDY SKILLS

Visual

- Can usually tolerate sound—may even prefer to have background music
- Is distracted by movement so should find an out-of-the-way workplace
- Should memorize information in some logical sequence that can be visualized; e.g., learn the parts of a microscope by imagining the sequence of use
- Have learner colour code and use a variety of print and writing to highlight key points
- Have learner write margin notes when reading
- Have learner rewrite notes when studying
- Prior to a study session have learner write out everything he or she knows about the content
- Have learner hang calendars and charts on the wall to remind him or her of deadlines
- Have learner make visuals of information to be learned and hang them on the wall
- Have learner sketch definitions

Auditory

- Usually cannot tolerate noise so must study in a quiet place
- Needs to talk over what has to be learned so might telephone a friend, or follow mom or dad around the kitchen "lecturing"
- Have learner study with a partner—ask and answer questions
- Have learner record information on a tape and play it back
- Have learner talk to self—think up rhymes and chants to help remember content
- Have learner read material out loud

Kinesthetic

- Often needs to pace in order to integrate information
- Have learner take a walk to clarify ideas
- Help learner personalize content to make it emotionally appealing
- Have learner write "everything I know" about the subject—check notes to discover what has been left out
- Have learner rewrite what needs to be learned as many times as necessary
- Have learner make models and/or conduct experiments to show the application of concepts
- Have learner act out the story of whatever needs to be learned; e.g., "The War of the Red and White Blood Corpuscles"

NOTE: Novelty and multiple storage help us remember, so have learner meet information in a variety of sensory and logical levels. Use auditory, visual and tactile/kinesthetic experiences. Make rich emotional interconnections, make unusual comparisons and personalize learning. Provide opportunity for the learner to use new information within 24 hours.

DEALING WITH LECTURE

Auditory

- Have learner concentrate on what is being said. It may help to close the eyes and make associations
- Immediately following the lecture, provide time to talk about what has been said during the last 10 minutes of the period
- Have learner jot down the main ideas only. Extensive note-taking interferes with the auditory message
- Recognize that the tone of voice and manner of speaking may completely turn the learner off (or on)

Visual

- Provide the learner with reading material prior to the lecture
- Provide lecture notes or the text
- Use visuals (overhead projections, charts, pictures) to accompany the lecture
- Have learner make extensive notes that can be read later
- Have learner use the last 10 minutes of the period to reflect in writing on the material covered

Kinesthetic

- Provide emotional appeal in the lecture
- Have learner take copious notes. They may never be read again, but it is the writing process that puts it into memory

SMALL GROUP DISCUSSIONS

Auditory

- Learn by talking and listening
- Like to be group spokesperson
- Often need to learn to listen because they are overly eager to talk

Visual

- May be reluctant to talk
- Might choose to be a process observer or monitor
- Could read directions to the group

Kinesthetic

- Likes to be recorder
- Likes to be responsible for materials

AN EXAMPLE OF APPLYING THE MODALITIES IN MATHEMATICS

USE MANIPULATIVES → VISUALIZE → TELL IT TO OTHERS → WRITE IT DOWN

AUDITORY

- Have learner explain the steps out loud while computing
- Use small group talk for problem solving and discussion
- Have learner teach his or her peers

VISUAL

- Have learner make step-by-step pictorial examples and display them on charts
- Use teaching films
- Use computers
- Organize numbers on graph paper
- Sketch concepts
- Have learner write on returned assignments, why the question was solved incorrectly

KINESTHETIC

- Learners at all levels need concrete experiences first
- Appeal to the learner's emotions by personalizing the problem
- Use manipulatives as long as needed. The learner will tell you when they are no longer needed
- Use games
- Integrate mathematical concepts in physical education, fine arts, etc.
- Have learner solve problems on the blackboard
- Have learner study the lives of mathematicians

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EXTERNAL VERSUS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control—that is, a belief that luck, chance, fate or the whims of "powerful others" determine the outcomes of personal actions—is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes; e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations have made a difference this term." Encourage students to accept responsibility for the outcomes of their personal behaviour and to move toward a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

SCORING PROCEDURE

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g., Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

INTERPRETING SCORES

120 - 100 external locus of control
60 - 40 internal locus of control

Students who answer a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes it is appropriate to believe in plain bad luck or fate in order to cope with and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

Locus of Control Score Sheet

1.	Y	11.	Y	21.	Y	31.	Y
2.	N	12.	Y	22.	N	32.	N
3.	Y	13.	N	23.	Y	33.	Y
4.	N	14.	Y	24.	Y	34.	N
5.	Y	15.	N	25.	N	35.	Y
6.	N	16.	Y	26.	N	36.	Y
7.	Y	17.	Y	27.	Y	37.	Y
8.	Y	18.	Y	28.	N	38.	Y
9.	N	19.	Y	29.	Y	39.	Y
10.	Y	20.	N	30.	N	40.	N

Scoring: 3 points if a student responds according to the score sheet.

1 point if a student does not respond according to the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL

Instructions: Answer "yes" or "no" to the following questions.

Item	Answer	Points
1. Do you believe that most problems will solve themselves if you don't fool with them?	____	____
2. Do you believe that you can stop yourself from catching a cold?	____	____
3. Are some kids born lucky?	____	____
4. Most of the time do you feel that getting good grades means a great deal to you?	____	____
5. Are you often blamed for things that aren't your fault?	____	____
6. Do you believe that if somebody studies hard enough he or she can pass any subject?	____	____
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	____	____
8. Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?	____	____
9. Do you feel that most of the time parents listen to what their children have to say?	____	____
10. Do you believe that wishing can make good things happen?	____	____
11. When you are punished does it usually seem it's for no good reason at all?	____	____
12. Most of the time do you find it hard to change a friend's opinion (mind)?	____	____
13. Do you think that cheering more than luck helps a team to win?	____	____
14. Do you feel that it's nearly impossible to change your parents' mind about anything?	____	____
15. Do you believe that your parents should allow you to make most of your own decisions?	____	____

	Item	Answer	Points
16.	Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____
17.	Do you believe that most kids are born good at sports?	_____	_____
18.	Are most of the other kids your age stronger than you are?	_____	_____
19.	Do you feel that one of the best ways to handle most problems is not to think about them?	_____	_____
20.	Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21.	If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22.	Do you often feel that whether or not you do your homework has much to do with what kind of grades you get?	_____	_____
23.	Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24.	Have you ever had a good luck charm?	_____	_____
25.	Do you believe that whether or not people like you depends on how you act?	_____	_____
26.	Will your parents usually help you if you ask them to?	_____	_____
27.	Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29.	Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?	_____	_____
30.	Do you think that kids can get their own way if they keep trying?	_____	_____
31.	Most of the time do you find it useless to try to get your own way at home?	_____	_____
32.	Do you feel that when good things happen they happen because of hard work?	_____	_____

Item	Answer	Points
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	_____	_____
34. Do you feel that it's easy to get friends to do what you want them to?	_____	_____
35. Do you usually feel that you have little to say about what you get to eat at home?	_____	_____
36. Do you feel that when someone doesn't like you there's little you can do about it?	_____	_____
37. Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?	_____	_____
38. Are you the kind of person who believes that planning ahead makes things turn out better?	_____	_____
39. Most of the time, do you feel that you have little to say about what your family decides to do?	_____	_____
40. Do you think it's better to be smart than to be lucky?	_____	_____

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LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an **external** locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence of mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and they should develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below.

LOGICAL/NATURAL CONSEQUENCE		PUNISHMENT
Reality of the situation dominates: situation-centred	VS	Power of the authority dominates: self-centred
Relates logically to the behaviour		Fails to relate logically to behaviour; arbitrary
Excludes elements of moral judgement: good or bad, right or wrong		Involves some moral judgement: usually bad or wrong
Deals with present and future		Deals only with the past
Teaches the child to be responsible for personal behaviour		Implies the adult is responsible for the child's behaviour
Develops inner discipline		Maintains outer discipline
Maintains positive atmosphere with adults		Perpetuates antagonistic atmosphere
Influences or leads the child toward more desirable behaviour; trains for the future		Forces the child to obey: usually only temporarily effective
Retains the child's self-esteem		Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Categorize these consequences as natural/logical or as punishment, using a chart similar to the illustration below.

	Natural/Logical Consequence	Punishment
• sleeping in on a school day • overeating junk food • failing to brush/floss teeth • failing to complete homework • borrowing sister's/brother's sweater without permission • failing to complete a household chore		

4. Encourage students to contribute situations to categorize.

5. Use questions to discuss the consequences that are most effective in guiding an individual to accept responsibility for his or her behaviour and thereby curtailing the inappropriate behaviour; e.g., Does the consequence have to be severe/painful/expensive in order to be effective?

6. Discuss behaviour and consequences relative to specific areas in the school and the workplace; e.g., habitual lateness, disorganization, inappropriate clothing.

STUDENT EVALUATION RECORD

Name: ______________________ Block: ______________ Teacher: ________________

Purpose: To record and monitor personal progress throughout the term.

ASSIGNMENTS AND HOMEWORK

Title/Topic	Date	Mark	Title/Topic	Date	Mark

ESSAYS AND PROJECTS

Title/Topic	Date	Mark	Title/Topic	Date	Mark

TESTS AND QUIZZES

Title/Topic	Date	Mark	Title/Topic	Date	Mark

CLASS PARTICIPATION

Participation in classroom activities is a very important part of language arts. Evaluate performance on several occasions throughout the term. Indicate the evaluator by placing one of the following in the appropriate box.

Evaluator

S = self-evaluation
P = peer evaluation
T = teacher evaluation

Performance

M = mature
A = adequate
N = needs attention

ESSAYS AND PROJECTS

STUDY SKILLS	Evaluator	Performance per Assignment								
		1	2	3	4	5	6	7	8	9
Maintains a well-organized set of notes.										
Completes assignments on time.										
Presents neat and well-organized assignments.										
Attempts to improve assignments that require revision.										
Arrives in class with required materials.										
PARTICIPATION SKILLS										
Volunteers answers to questions.										
Works well in groups.										
Uses class time efficiently.										
Participates in class discussion.										
Displays respect for self and others.										

Language arts requires student participation and one must attend in order to take part in classroom activities. Complete the calendar by placing the dates of days you were absent from school. On a separate sheet of paper, provide reasons for your absences.

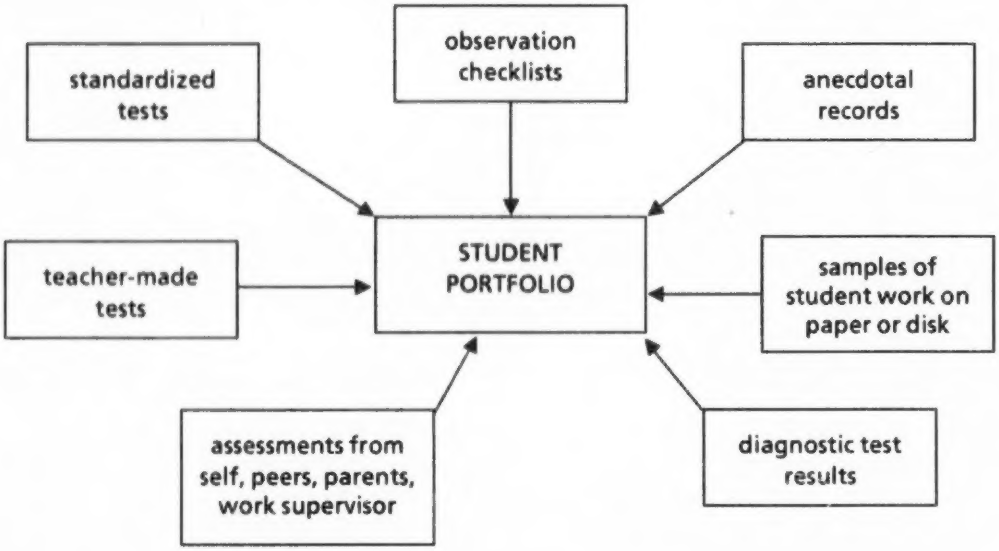
September									February								
October									March								
November									April								
December									May								
January									June								

STUDENT PORTFOLIOS

Purpose: **To provide a variety of information for formative and summative evaluations of student performance.**

Ideally, portfolios should accompany students as they progress from level to level. Student portfolios may contain:

- samples of draft and polished copies of written material
- peer and self-assessments
- anecdotal records from teacher, student, work experience supervisor, etc.
- quizzes, examinations
- résumé
- formal assessments from work supervisors, teachers
- a student disk with samples of material
- diagnostic and standardized tests.


standardized tests
observation checklists
anecdotal records
teacher-made tests
STUDENT PORTFOLIO
samples of student work on paper or disk
assessments from self, peers, parents, work supervisor
diagnostic test results

APPENDIX A: REGIONAL OFFICES OF EDUCATION

Grande Prairie Regional Office
12th Floor, 214 Place
9909 – 102 Street
Grande Prairie, Alberta
T8V 2V4
Telehone: 538–5130
FAX: 538–5135

Edmonton Regional Office
7th Floor, Westcor Building
12323 Stony Plain Road
Edmonton, Alberta
T5N 3Y5
Telehone: 427–2952
FAX: 422–9682

Red Deer Regional Office
3rd Floor West, Provincial Building
4920 – 51 Street
Red Deer, Alberta
T4N 6K8
Telehone: 340–5262
FAX: 340–5305

Calgary Regional Office
Room 1200, Rocky Mountain Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telehone: 297–6353
FAX: 297–3842

Lethbridge Regional Office
Provincial Building
200 – 5 Avenue South
Lethbridge, Alberta
T1J 4C7
Telehone: 381–5243
FAX: 381–5734

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